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THE SUCCESSFUL SCHOOL PAPER

Charles M. Coffman

THE average high school has need of a medium by which interested persons in the community may learn of the progress of the institution, its educational trends, its financial status and general activities—including class work, extra-curricular functions of all kinds, and administrative decisions.

I wish to submit a workable plan which, I believe, will enable the commercial instructor in the high school to produce a publication that is of value not only because it renders a service to the school and community but also because it is a fine student-training device.

The purpose of our newspaper, the Y-Hi Times, is to publish each month, in the most interesting manner, the past, current, and future activities of the school; at a minimum cost; by the effort of students, with the help of faculty advisers; and, further, to place a copy of the paper, without charge, in every home represented in the school.

No credit toward graduation is given for staff membership or for work done on the paper. The organization definitely develops responsibility and gives, also, excellent training in journalism, designing, secretarial training, commercial advertising, and salesmanship.

Since the paper is to be put into each home without cost to the reader, it must be financed otherwise than by subscription. The sale of advertising space, by the issue or on a yearly basis, is our method. The charge, per issue, for one-eighth page of advertising space is 35 cents; one-fourth

page, 50 cents; one-half page, 75 cents; and a full page, \$1.50. Long-term contract rates are slightly lower.

With a circulation of 325 copies, an average of five dollars was cleared on each issue during the past year.

Some thirty-five advertisers supported the paper; more advertising could have been obtained without difficulty. The school used its newspaper profits to purchase better equipment so as to increase the possibilities of the paper.

Organization of the Staff

Two members of the faculty are appointed by the superintendent as advisers; the head of the English department, Miss Marguerite Poole, is generally responsible for the grammar of the contents, and I, as commercial head, am responsible for the mechanical production.

The advisers are responsible for the selection of the staff. In order to obtain eager, able workers, a list of staff memberships, with the duties of each person stated and explained, is posted just before the close of the year. Announcement is made, in a general assembly, of the vacancies and the enlistment time limit.

Two days are allowed for the students to make their decisions, after which time the advisers carefully examine the lists of candidates, considering ability and scholarship ranking, and select from them the persons who seem most desirable for each position.

Care is taken that positions are distributed according to class ranking and the

degree of initiative and responsibility necessary. Our selection is submitted to the superintendent for his authorization.

Staff Line-Up

EDITOR-IN-CHIEF. Shall work with the Associate Editor, write editorials, assemble the dummy paper, assign reports not covered by the News Editor and Associate News Editor, approve all art designing, and be responsible for the establishment and enforcement of deadline dates.

ASSOCIATE EDITOR. Shall work with the Editor-in-Chief, write the feature articles, and assist reporters in writing news articles.

NEWS EDITOR. Shall work with the Associate News Editor; receive all news articles from class, department, and club reporters after preliminary authorization by class adviser, department head, or club sponsor; write general items, including alumni and administrative news.

ASSOCIATE NEWS EDITOR. Shall work with the News Editor and assign class, club, and department reporters to reporting work of unusual nature.

PRODUCTION MANAGER. Shall generally supervise the mechanical work in connection with the paper, including columning, typing, stencilizing, mimeographing, etc.; and shall supervise the work of the Assistant Production Manager.

ASSISTANT PRODUCTION MANAGER. Shall work with the Production Manager; proof-read the work of the typists, stencilizers, and artists, and assign corrections to be made; and assist in the supervision of the assembling and distribution of the paper.

ART EDITOR. Shall be responsible for and shall supervise all designing and mimeoscoping. Illustrative material must be approved by the Editor-in-Chief.

ASSISTANT ARTISTS. Shall design and mimeoscope illustrations according to assignments issued by the Art Editor.

HUMOR EDITOR. Shall authorize all material to be published in the humor column and shall make assignments to the assistant covering definite reports. No stereotyped jokes accepted!

BUSINESS MANAGER. Shall be responsible for advertising contracts, collection of revenue

from advertising, purchasing of supplies (with authorization of advisers), submission of a monthly inventory of supplies, and submission of a monthly financial statement in triplicate. He shall also be responsible for the training of his successor.

DISTRIBUTION MANAGER. Shall arrange high school copies for distribution by classes; grade school copies for distribution by home-room groups; faculty, advertisers', school board and trustees' copies; and shall handle shipment, receipt, and filing of exchange copies.

In addition to the various staff heads, one reporter is chosen for each class, department, club, and organization, one to write assembly programs, and at least three for sports news. The Assistant News Reporter has authority to make special assignments to these persons and must be thoroughly familiar with dates of school functions, in order to assign a reporter to cover them.

A reliable Editor-in-Chief will have enough initiative to provide special articles, such as editorials from the various department heads; discussions of current topics based on the replies to a questionnaire submitted to advertisers or to readers, and items of civic interest that do not directly touch school life.

Grade Students and the Paper

In schools where the grade and high school sections are in the same building, we find that enthusiasm concerning a representation in the paper runs high among grade students. Special articles written by them, with revision and correction by the teacher in charge, are of great interest to our readers.

A special section of our paper, with appropriate inside-cover page, sometimes printed on colored paper, is profitably devoted to the grade school. This is properly divided into grades and home-room groups. The activities of the younger students, their visitors, a change in room decoration from season to season, etc., are of keen interest to them and likewise are interesting to the parents. This work is supervised by our News Editor.

The assembling and stapling of the paper is done by volunteer students who are interested in becoming reporters. In this way they build seniority leading to staff member-



Mr. Coffman taught last year in the Yorkville (Illinois) High School, and is now instructor of commerce at Naperville (Illinois) High School. Irma Ehrenhardt introduced him warmly to the editor of the B. E. W. because of an excellent talk he gave, in one of her summer school classes, on "The Rural School Paper."

ship. In this work, we recognize ability in organization, cooperation, initiative, and responsibility.

By far the most difficult task in connection with our publication is the supervision of machine stencilizing. Much practice is necessary; with excellent stencils and machines, in order to produce clear-cut copy every time—copy on which corrections are unnoticed. The representatives of stencil-duplicating-machine manufacturers are very helpful in offering solutions to our problems, such as the use of inks in color sections, the use of inset catalogues, and advertising questions. They are glad to demonstrate their theories and to assist in actual routine work.

Further assistance is obtainable by enrolling in the National Scholastic Press Association, 17 Pillsbury Hall, University of Minnesota, Minneapolis, Minnesota, an association of school and college papers throughout the country, organized for the purpose of constructively criticizing membership publications, in order to improve the quality of newspapers.

This association, in addition to the publication of a sheet of "Helps," free to members, sends yearly, to each member paper, its particular ranking in relation to other papers of the particular class, the ranking being based on a 24-page analysis of the copies sent the committee. Membership fees are exceedingly reasonable. Criticisms are thoroughly discussed and brought to the attention of the staff members at regular staff meetings following each publication.

Our paper is mimeographed on both sides of the sheets. Twenty-pound paper is used

for the body and twenty-four-pound paper for covers, with occasional colored inserts of lighter weight. Black ink is used for machine-cut work, generally, and colored inks for headings, covers, special inserts, and sometimes for advertisements. We use typewriters of different makes, and a hand operated stencil-duplicating machine with automatic feed.

Deadline dates for news receivable by the News Editor, proof by English department, columnning of copy, proof after columnning, dummy assembly, stencilizing, mimeographing, and assembly are determined by the Editor-in-Chief at the beginning of the year. These dates take into consideration holidays, school events, etc., and are posted in the news office.

The special news-assignment reports are written by reporters, authorized by proper sponsors, and given to the News Editor and his Associate. All editorials must be complete and ready for proof at this time. The English department passes final judgment on them.

Making Even Margins

The news, having been properly proof read and initialed by those in authority, is given to the Production Manager, who issues it to typists. They column the material on strips of paper $4\frac{1}{2}$ inches wide, single spaced, and exactly 33 spaces wide, using the diagonal for odd spaces left at the end of lines. For example, if the line happens to be 29 spaces wide, then four diagonals are placed at the right end, in order that the line will total 33 spaces.

All headings and titles are properly centered, in upper-case letters. There is no need for specific arrangement of articles, as the strips will later be cut into proper lengths when assembling the dummy.

As fast as this material is columned, it is returned to the Production Manager, who assigns assistants to proof read the copy and to distribute, in a well-balanced manner, the extra spaces indicated by the diagonals. This is done by noting the number of spaces to be distributed and writing the figure 2 or 3, as it may be, between several words in the line, in order that stencil cutters will be able to

work rapidly without having to determine the spacing.

As in the foregoing example, a line of 29 spaces and 4 diagonals, the assistant places the figure 2 between words in four separate places (or perhaps in three places, and a figure 3 between the end of one sentence and the beginning of the next). The person cutting the stencil notes the figures and spaces once between words as usual, except where figures appear, at which points he spaces the number of times indicated by the figure shown. All lines are then of equal length. Two columns of 33 spaces each, with a center margin of 4 spaces, will exactly fill the horizontal limits of a standard stencil, 70 spaces.

Now, the Editor-in-Chief, with the assistance of his Associate, having received from the Business Manager the report of the amount of space to be allowed for advertising, with page preference and special inserts, cartoons, etc., makes up the dummy by cutting the strips of copy into the proper lengths (allowing space for mimeoscoped page headings), and either gluing or stapling the strips onto previously ruled second-sheets. The dummy copy is mounted on one side of sheets only, in order that the stencils may be cut without delay.

The dummy copy, complete and as it is to appear finally, is submitted to the Production Manager, who issues stencils and dummy sheets to stencilizers and to the Art Editor. As rapidly as the stencils are finished, they are returned to proof readers supervised by the Production Manager, who examine the work and assign any necessary corrections to be made before the duplicating operation begins.

The person operating the duplicating machine must be able to do work of superior quality. He must operate the machine efficiently, do slipsheeting, and make the numerous adjustments necessary to place the copy correctly.

Assembling the Paper

One authority recommends the use of rubber finger-tips and the stacking of sheets in piles for the assembling of copies, but I believe we have greater success, with a mini-

mum of time consumed, when using our own method.

Our study hall has two hundred seats, and readily lends itself to the assembling and delivery of the paper.

A student is given all the front cover sheets, with the outside cover up. He is instructed to turn a sheet, cover-side down, on the left side of each desk, one row at a time, noting both sides of each sheet as it is turned.

The second student is instructed to follow, checking on the proper placement of the preceding sheet in addition to the checking of his own. In this way blank sheets or undesirable ones will be detected and eliminated.

With the use of fifteen students, we assemble a 40-page (20-sheet) paper of 325 copies in one hour. When finished, the copies are collected by rows, stacked in criss-cross fashion, and the staplers are called into action.

The stapling method is our own and is likewise a time-saver. The entire issue is stapled in from 30 to 40 minutes.

Five students and one stapling machine, of the pincer type, are needed. The assembled copies are stacked on both ends of an oblong table about 6 feet by 3 feet. One student is seated on each end and two on one side, the student operating the stapler standing on the other side.

The student at the end picks up a full assembly of sheets and lightly bounces them on the bottom and right edges. He then places them within easy reach of the student nearest him along the side of the table. This student gives the sheets a final arranging adjustment, carefully noting that the right edge of the paper is straight, and extends the sheets toward the stapler, perfectly level and without crimping.

The person stapling inserts two staples, receiving sheets from the left and then from the right. The papers are then stacked, ready for the Distribution Manager.

Precaution is necessary in lining up the right edge of the paper, because odd-sized sheets are found in paper taken from various reams (unless very high-grade paper is used), and an even edge is desirable for thumbing of pages.

About an hour is required for the Distribution Manager and his assistants to write

on the copies the name of the eldest student of each family represented in school, and to sort into classes, grade school home-room sections, faculty, school board and trustees, advertisers, and exchange groups.

When all is ready, the papers are brought to a general assembly, and class officers are asked to step forward and assist with the distribution, which never requires more than five minutes. Grade school home-room papers are delivered to the teachers at this time, to be distributed to students at the discretion of the teacher.

Our local newsboy happens to be an assistant to the Distribution Manager. Since he rides a bicycle, he finds it easy to deliver the school papers to our advertisers and trustees within an hour after the close of school, thereby assuring prompt delivery on the exact date appearing on the cover.

These are my recommendations, based on our particular order of events; I fully realize that variations are necessary in different schools. Our paper is greatly appreciated in our community, serves its many purposes, and has a future well worth the effort.

Help for School Paper Sponsors

• THE NATIONAL MIMEOGRAPH PAPER ASSOCIATION's booklet on duplicated school papers has been revised and enlarged, for the third time, by Mrs. Blanche M. Wean, chairman.

New material includes discussions of journalism by T. J. Shannon, sponsor of the Rox Rocket of McKees Rocks, Pennsylvania; style-sheet material by Alma Milby, sponsor of the Campus Chatter of the Kentucky Female Orphan School; and mechanical suggestions by A. L. Danburg, of Pikeville, Kentucky.

Illustrations were made by Roy Williams, of the faculty of Central Normal College, Danville, Indiana.

The booklet will be distributed to members of the National Mimeograph Paper Association upon the payment of the annual fee. Extra copies are available for class or staff work.

Further information about the booklet or about the association is obtainable from Mrs. Blanche M. Wean, Central Normal College, Danville, Indiana.

The George-Deen Act

THE George-Deen Act authorizes additional appropriations each year by the Federal Government to extend vocational education opportunities to many more thousands of young persons and adults.

This new law, passed by both branches of Congress and approved by the President, was sponsored by the American Vocational Association. It goes into effect July 1, 1937, taking the place of the present George-Ellzey Act and supplementing funds provided by the Smith-Hughes Act of 1917.

Under the new measure, the Federal Government has set aside for vocational education in the states and territories more than twice as much money as it provides at present. The new funds for education in agriculture, home economics, trades and industries, and *distributive occupations* will be available for the first time during the fiscal year beginning July 1, 1937.

There are approximately six million persons employed in distributing products of our farms and factories to the consumer. The George-Deen funds will provide an opportunity for many of these workers to attend *part-time and evening classes* for their self-improvement. Each year, approximately 250,000 youth under twenty-four years of age enter the distributive occupations of retailing, wholesaling, jobbing, brokerage, commission buying, selling, and various other merchandising activities. Comparatively few of these young people are definitely trained in high school for their chosen duties. The high rate of failure among small store owners and operators, the small earnings of many salespeople, and the unsatisfactory quality of service quite generally rendered in the distributive occupations are largely due to lack of specific educational preparation for those employed in these occupations.

Although the Federal Government in the past has not made funds available for the teaching of commercial subjects in public schools, the George-Deen Act authorizes an annual appropriation of \$1,254,000 to assist states in this phase of commercial education. This money will be used mainly for salaries of teachers and for training of teachers.

THE STORY OF SHORTHAND

JOHN ROBERT GREGG, S.C.D.

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CHAPTER XVIII

"THE GRAND MASTER" OF EIGHTEENTH-CENTURY SHORTHAND

John Byrom (1720)

(Continued)

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DR. BYROM was a practical writer as well as a teacher of shorthand. In 1728 he recorded in his journal: "I was at the House of Commons the other day and wrote shorthand from Sir H. Walpole and other famous speakers for which I was told I was like to have been taken into custody, but I came away free." In a letter to a friend he said: "You must get another petition ready to offer to the House that a body may write shorthand in the cause of one's country." He gave an amusing account of his being called to order for taking notes, and adds: "For these attacks upon the liberty of shorthand men I must have a petition from all the counties where our disciples dwell, and Manchester must lead them on."

The persistence of Byrom in the personal use of shorthand in the gallery of the House of Commons, where reporting was stringently prohibited, and his agitation of the subject by means of petitions from the members of his Shorthand Society, did much toward securing the privileges later granted to the Gurney family and to newspaper reporters.

There was great rivalry between James Weston, whose system will be noticed later, and Byrom; Mr. M. Levy gives this amusing account of the battle between these authors and others:

The jealousy and rivalry continued. Byrom issued several "Proposals for printing a new Method of Short-hand (price, one guinea down)." Weston boasted that he taught Byrom's pupils. Byrom reiterated his statement, "that his system was preferable to all others extant, and particularly that it excels the methods of Shelton, Mason, and Weston, and is very easy." Whereupon, Weston becomes angry at the mention of his name, and says, "It is ridiculous in Mr. B——m [Byrom] to amuse and trifle with the public;" and he invites scholars to examine "a system of Short-hand printed in 1719, which was given away gratis at the sign of the *Anodyne Necklace*, and which on inspection will prove that Byrom's system is not original." The excitement increases. More charges—more replies. The Rev. Philip Gibbs, "a preacher at Hackney," steps in with a pamphlet—the fire burns brighter with the additional fuel. Aulay Macaulay publishes his book, which is a copy of Byrom's system surreptitiously obtained. The combatants wax warm. The headquarters of the opponents (the coffee-houses) are the scenes of learned disputes, and the controversy reaches its climax by Weston offering to "lay fifty guineas to one, to write or compare with him (Byrom)." On that

occasion the offer was not accepted. Byrom having, however, obtained some notoriety, Weston challenged him to a trial of skill, which was accepted, and which resulted in Weston's defeat.

No details of the competition, the first shorthand competition in modern times, have come down to us. We do not know how it was conducted, what was the duration of the test, or the character of the matter. But Byrom won, which is further evidence that he was an expert writer. The practice he had in reporting sermons and in the Gallery of the House of Commons was an excellent preparation for the competition.

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His journals contain many allusions to his discussions of religion with his pupils and lifelong friends, John and Charles Wesley, as well as others, all evidently conducted in perfect good humor and with philosophic calm.

Byrom died February 26, 1763, when seventy-two years of age. An article about him records: "It is a comment on last century's customs to find that his family were fined five pounds because he was not buried in woolen."

The poems of Byrom were published in book form ten years after his death. John Wesley read his friend's poems as he traveled from Liverpool to Birmingham and paid the high tribute that was quoted earlier in this chapter to the man he had known and loved so well, and whose system he used in keeping his diary and in other writing for more than fifty years.

Then, after commenting adversely on some of the views inspired by Jakob Behman,* Wesley added: "But setting these things aside, we have some of the finest sentiments that have appeared in the English tongue; some of the noblest truths, expressed with the utmost energy of language and the strongest colors of poetry, so that, upon the whole, I trust this publication will much advance the cause of God and of true religion."

Byrom's journals, like Pepys' famous Diary, remained untranscribed for many years. It was through the liberality of one of his descendants, Miss Atherton, to whom had come Byrom's personal effects, with his beautiful estate, that these remarkable journals were published under the auspices of the Chetnam Society in Manchester, in four handsome quarto volumes. According to J. E. Bailey, the arduous work of transcribing them was performed by a Miss Bolger.

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The progress of his students was recorded by Byrom in his journals, and Mr. W. J. Carlton gives these "characteristically diverting entries," some of which will be read with appreciative understanding by all teachers of the art:

"Called upon Mr. Stanley. He began. Paid five guineas, and promised no soul living should see it but himself. I shewed him the way of coming by the alphabet and left him to blunder by himself."

"I have been at Lord Delawarr's. Lord D. had writ four or five lines pretty well, but very apt to mistake *n* for *m* and *p* for *b*, and to swear upon such mistakes, which is not the way to correct them."

* Böhme, or Böhm, or Behman (1575-1624), a celebrated German mystic.

Mr. Carlton goes on to say that Gibbon, the famous historian's father, was rather a backward scholar, for Byrom notes: "He had been playing, he said, at quadrille; had writ little, but very ill, for he makes his letters wretchedly, but reads pretty well." And again: "Gibbon had done nothing. What a pity he should be so slow!" Some of the titled learners of his method gave Byrom considerable trouble, and he found they needed a good deal of waiting on. By 1737 Byrom had himself taught no fewer than two hundred persons; but in 1740 he practically gave up his teaching. To his wife he declared: "Every scholar I have rather gives me pain, inasmuch as it is to separate me longer from you." In answer to a friend who appealed to him for guidance in writing poetry, Byrom wrote:

Now though in shorthand, my Salopian friend,
To give directions I may well pretend,
As having had the honor to impart
Its full perfection to that English art,
Which you and many a sagacious youth
By sure experience know to be the truth.
Yet how in matters of poetic reach,
Shall I, myself untaught, pretend to teach?

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John Byrom would have been more than human if he had escaped the envy and malice of his contemporaries in shorthand authorship. The very unusual course he adopted in refraining from publishing his system was attributed to ignoble motives. Rival authors declared that Byrom's system was so inferior to others that he was afraid to show it to the world, and that he surrounded it with mystery in order to render it more attractive to the uninitiated, thereby enabling him to obtain students at high fees from those who wished to be privileged to penetrate to the inner mysteries of the art. This view was voiced by John Angell in the introduction to his "Stenography, or Shorthand Improved," when he said: "Dr. Byrom so far distinguished himself as a Professor or teacher of the art of Short Writing that about twenty-four years ago he obtained an Act of Parliament for that purpose, as presuming he had discovered a wonderful *Secret*; and great care has been since taken to preserve it inviolably such, except to his Pupils, in the hope that, by exciting a greater Curiosity, he might increase their Number. For that reason it was with some difficulty I obtained a sight of it."

But it should be remembered that Byrom retired from teaching when he came into his estate more than twenty years before his death. Why, then, did he not publish his system? Our theory is that Byrom had such highly developed literary tastes, as shown by his other works, that the exposition of his system in manuscript lessons, used in giving instruction, never satisfied him. The lessons were satisfactory enough for teaching purposes, but he probably desired an exposition of his system in book form that would be a lasting monument to his erudition and inventiveness. He had in mind a comprehensive history of the art, including a discussion of the relationship of the various sounds in the language and an exposition of his theories of shorthand construction, all of which would lead up logically to the presentation of his own system as the

solution of all the problems that had confronted previous authors. From year to year he postponed the completion of the book until he had lost interest in it, and he passed away with the great work unfinished. His lessons, which were published four years after his death, were the best arranged and most logical presentation of shorthand that had appeared up to that time. If Dr. Byrom had actually put them in a ponderous tome as he contemplated, the simplicity and beauty of the system he invented would probably have been obscured.

[To be continued]

ARTISTIC TYPEWRITING



Design by Mary Belgen

THE flashing chariot of the sun may well be an inspiration for all aspiring students. Chariot races were once "the rage," and the goal was a worthy one. So is our goal. We must remember that all life is a race; that, in spite of our "civilized" age, the law of the survival of the fittest still holds.

Perhaps we know a bit more, now, about fitting ourselves for the race. We know that we can't just enter the race and run. We know that every detail must be attended to, every link must be tightened, every little thing made perfect in order to fashion a perfect whole.

As it is with racing, so it is with artistic typewriting. Every stroke must be touched just so, every line gauged just right, so as to make a symphony of the finished picture.

Let us ask ourselves, "What is our goal?" And whatever it is, let us put our best efforts into its attainment.—Margaret M. McGinn, Bay Path Institute, Springfield, Massachusetts.

How I Teach Elementary Typewriting

Two eminently successful teachers of typing tell "how they do it" in this article, the first of an important series. William R. Foster is the commentator

Inez Ahlering

ATTEMPTING to explain how I teach elementary typewriting when I do not have a class before me is not an easy matter. In spite of this difficulty, however, I shall try to make my discussion as vivid and as detailed as space will permit.

I realize that there are as many methods as there are teachers and that there are many good methods and many efficient teachers. Individual differences in teachers are factors that contribute to progress in the teaching of typewriting as of any other subject. Individual differences in pupils and classes necessitate different methods; consequently, no one method will serve all pupils and all groups equally well.

My discussion will be concerned with the basic principles that guide me in my classroom work; however, I would not have the reader believe that my teaching methods are the same from year to year.

Elementary typewriting, it seems to me, is personal-use typewriting. If typewriting is a tool (and it is so considered by a number of people), then a course in elementary typewriting should give the student sufficient skill in the use of the machine so that he will choose the typewriter rather than the pen, not only because of the better appearance of typewritten copy but also because of economy of time; furthermore, such a course should provide practice in writing various kinds of personal-use materials.

I do not contend that elementary typewriting should develop skill on the vocational level. To be a time-saver for the individual, however, skill in typewriting should reach the point where one's attention to the writing of a particular copy is not distracted by his inefficient operation of the machine.

Perhaps a minimum of 20 to 25 words a minute on straight copy should be an objective of this course if the writing of various types of personal-use materials is to be done satisfactorily.¹

The course in elementary typewriting, as I teach it, has four major objectives:

1. To teach the keyboard and the operation of the machine.
2. To develop the skill necessary for personal use.
3. To encourage an interest in the use of the machine for everyday activities.
4. To teach the typewriting of personal-use materials.

From the first day of the semester, as much effort is made to build (or perhaps should say maintain) an interest in the typewriter and its use. Demonstrations, a display of typewritten work as it is related to everyday life, achievement graphs, emphasis on the advantages of typewriting for personal use, planning of daily classwork to promote self-confidence and encourage maximum effort on the part of the learner, teacher guidance in individual differences, commendation of worth-while accomplishment—all have a place in developing or maintaining a wholesome interest in typewriting.

Throughout the entire course, demonstrations by pupils, individually or in groups as well as teacher demonstrations are a vital force in building correct habits and in inspiring students to their best efforts. Such procedure has a distinct value to those who demonstrate as well as to those who observe. It is advisable to demonstrate inserting, removing, and straightening paper, return

¹I realize that this statement will be challenged by those readers who do not approve a speed objective in personal-use typewriting. Teachers of typewriting, however, are aware that speed on straight copy and on other materials, such as letter tabulating, or centering, varies considerably.

the carriage, posture, rhythm, and stroking. A student on his first day wants to strike keys. He wants to use the machine—to see his name in print. He is curious to try the various keys and levers; consequently, he experiments. Accordingly, pupils will enjoy an opportunity to use the machine on the first day, no matter how simple the operations may be.

The keyboard is introduced by "fingers," using the word method. This method appeals to students, because writing words is more interesting than nonsense syllables. From the start, the machine is taught in the way it ultimately will be used, and an effort is made to teach one new thing at a time.

After an explanation of the touch system and its advantages, pupils practice first-finger strokes by pointing to (not striking) the keys as the teacher dictates. A teacher demonstration in stroking is followed by pupil practice.

The word *fur* is then introduced. After demonstration in stroking the word *fur*, using (not spacing) between each writing, and in the return of the carriage, pupils practice the word.

Pupils are then ready to learn to use the space bar. An explanation and demonstration of the use of the space bar by writing the word *fur* (space) is followed by pupil practice. The teacher dictates for a line at a time; then pupils continue the writing until several lines can be written accurately, rapidly, and smoothly, the teacher giving individual help as needed.

The words *fun* and *run* are practiced next in the manner explained above. Students are now ready to write combinations

Miss Ahlring is head of the commercial department of Reitz High School, Evansville, Indiana, and a member of the key committee for curriculum revision in business education in the Evansville Public Schools. She was chairman of the committee that selected the courses of study for the courses in general business now being taught in Evansville. She is a member of typing champions, with an imposing list of student achievements to her credit—and a champion in her own right. She won first place in the shorthand contest for teachers for two years and first place for three years in the state typewriting contest for teachers. During the summer sessions of 1932 and 1936 she taught in the commerce department of Indiana State Teachers College.

of *fur* and *fun*; *fun* and *run*; *fur*, *fun*, and *run*. *H* and *t* words are next introduced in a manner similar to that just discussed. Thus first-, second-, third-, and finally fourth-finger keys are taught.

Phrases and sentences are written as soon as progress in learning words permits; perhaps on the second day. Words of high frequency are used in teaching the keyboard. Text material and test copy are selected for practice in developing skill.

The interest of the beginning student should not be killed by an insistence on perfect work at the start. For the first two weeks, the student's major objectives are learning the keyboard and developing good habits in position, in operating the machine, and in practice. Until the keyboard is learned, unsupervised practice is discouraged. Systematic review of the keyboard and the operation of the machine, together with organized practice in the development of skill, follow the initial learning of the keyboard.

At the keyboard learning level, the following class procedure, with necessary variations, is observed.

Warming-up exercise and stroking practice.

The phonograph (rapid time) may be used for stroking practice.

New parts of the machine introduced as needed. Systematic review.

This practice is varied as follows: practice with phonograph; short tests in accuracy, speed, and operation of the machine; dictation of words, phrases, and sentences; writing with eyes closed or following copy.

Correction of errors.

Pupils check their writing and correct errors in the manner discussed for practice. Throughout the course, careful checking, analyzing errors, and remedial practice are emphasized.

Not all class work is group work, but some time devoted to class instruction and practice is profitable. Individual practice with the help and under the supervision of the teacher is provided, since there are as many problems as there are students.

In the beginning, periods of writing are short, permitting frequent rest periods. During the so-called rest periods, students, under the direction of the teacher, examine or check their work, analyze errors, check their operation of the machine, and observe teacher or student demonstrations.

Building correct practice attitudes and habits is essential to growth in typewriting power. How a student practices is just as important as what he practices. Standards in both class work and assignments (if practice periods are provided) should tend to discourage incorrect practices and habits.

To hold the interest of students and to stimulate maximum effort, work should be of such a nature that it can be completed satisfactorily by the average student within a reasonable time limit. The satisfaction of a completed assignment, properly prepared, builds self-confidence—a factor conducive to the development of skill in typewriting. To encourage students, especially those of superior ability, to do work beyond the bare minimum, the assignment may include optional work with recognition or credit upon its completion.

In learning the keyboard and in developing skill, students are urged to use a definite practice procedure: Write the word, sentence, or paragraph rapidly, noting difficult combinations, words, or phrases. Practice such difficulties until speed, accuracy, and rhythm are attained. Then repeat the entire copy until it can be written accurately, rapidly, and fluently for a certain number of lines or times, the length of the copy to be written accurately being determined by the typing level of the pupils and the purpose of the assignment. Repetition should not be continued until the attention and the interest of the learner are lost.

Daily assignments rather than weekly or monthly budgets tend to promote promptness, to encourage the wise use of time, and to stimulate students to work up to the level of their ability every day; furthermore, they afford an opportunity to the teacher to check the progress of students from day to day, to note individual or class difficulties, and to plan remedial work if necessary.

Writing under time is a valuable experience for the learner. The element of competition afforded by timed tests arouses interest, if the objectives of the competitive tests vary from time to time. To improve one's own record as well as to determine one's rank in the group are worthy aims that may

be stressed. Timed tests of various kinds may be given to determine accuracy and speed.

Materials, as well as the length of the test, should vary, depending on the objective. New copy, practiced material, and personal-use problems of various types are used. Endurance can be built by gradually increasing the time of the tests from one minute to fifteen or twenty minutes or more. After two or three days' experience in typewriting, students are ready for short tests.

Practice in personal-use materials, including letters (one or two forms only), envelopes, centering of various kinds, simple tabulation, outlines, manuscripts, rough drafts, papers and reports, and composing on the machine is provided when a reasonable degree of skill in the use of the machine has been developed.

No attempt is made to build a high degree of skill in the writing of these materials. To know correct arrangement and form and to develop a sense of judgment in writing materials are the major objectives. Practice in the writing of themes, outlines, and notebook records for use in other classes emphasizes the personal-use value of the typewriting; however, this practice must be limited because it does not permit sufficient variety of material.

Typewriting skill is of no value unless it is appreciated and used. The course in elementary typewriting, therefore, should be an interest in the typewriter and arouse the desire to apply the skill acquired to personal-use purposes.



Clara L. McIntire

"THEY warn you back and they back you on!"

This phrase insinuated itself into my consciousness from a printed page a short time ago, and, although the author was writing about trees, the words immediately awoke themselves in my mind with the teaching of elementary typewriting.

"They warn you back and they back you on!" How unceasingly must we back the too-rapid beginner and give

dial drills to help him overcome his inaccuracies—and at the same time keep objectives of greater ability ever ahead of his increasingly skillful fingers. This “beckoning-on” process, however, must be our first aim, and the “warning back” be used only when we find that our initial teaching did not produce exactly the desired results.

Before proceeding to a description of my method of beckoning on, I want to place a great deal of emphasis on the value of the initial enthusiasm that every student brings to his first typewriting class, and that every good teacher always brings to each recurring class.

When enthusiasm dies or is allowed to flag even for a short time, we have lost not only the opening wedge in the successful teaching of typewriting, but the tool that is used continually to pry open the doors to increased skillfulness. In my opinion, there is no middle way. Either there will be an eagerness to enter the typewriting room and begin definite, well-organized practice, or there will be boredom and fatigue, with the ringing of the bell for the next class a welcome relief. I am not advocating too much artificial stimulation, arousing only a temporary interest; but a judicious amount of “surprise work,” such as unusual drills, progression tests, class contests or other devices, coupled with unfailing interest on the part of the teacher, will bring big returns in achievement.

The first step in preserving this initial enthusiasm is giving the pupils the opportunity to do something constructive at the typewriter the first day. If you let them insert the paper, release it, return the carriage, and set the marginal stops—accompanied by a minimum of explanation but a careful demonstration—you will have a wide-eyed group of students ready to “really write.”

For this first day's typing, I let them write with the index fingers only, using real words such as *fur*, *jug*, *rug*, until the limited time at our disposal has been used. Necessary as *lllll jiji* may be to rhythm and correct stroking, I believe in letting actual words take precedence the first day. The pupils enjoy writing complete words even though the vocabulary is necessarily very limited. It is perfectly safe to delay the stroking drills

Miss McIntire is head of the commercial department, Agawam (Massachusetts) High School. In the past ten years, her shorthand and typewriting students have won 24 major prizes and 32 medals. For two summers, she has conducted a private summer course in Typing for Personal Use. Of the paper she wrote for this issue of the B.E.W., she said, “The more I worked on it, the more sure I became that I don't do anything unusual at all in my teaching of elementary typewriting. Maybe my students have done well in spite of my methods, rather than because of them.” . . . The editors of the B.E.W. prefer to be agreeable, as a rule, but they cannot concur with Miss McIntire in her conclusion!

until the second day, when administrative details leave the entire period uninterrupted.

I always use a text that employs the “finger-section” method of introducing the keyboard, working from the center outward, for I believe that this association of keys to fingers simplifies the problem. No definite date is set for the completion of the keyboard-learning process, since I usually vary the amount of supplementary work done. For the past two years, I have conducted a private summer school in elementary typewriting, fifteen hours a week for three weeks. Both years I have completed the keyboard in a very satisfactory manner by the end of the first week of the course.

For my regular pupils I use more supplementary material, which, of course, necessitates a greater amount of time spent on this phase of the work, but I believe that taking an excessive amount of time lessens the enthusiasm with which we started.

From the second day on, my pupils are taught to circle all words containing errors before passing in their papers. I am much more critical when rechecking at this time than later, for such details as crowding, piling, skipped spaces, incorrect spacing after punctuation, faulty shifting, etc., are likely to be overlooked.

This careful checking on my part, with class explanations on common errors and individual explanations when necessary, makes the students critical of their own errors at a much earlier stage of their learning. Self-criticism plays a large part in keeping the students conscious of their own progress, and the intelligent student soon turns self-criticism into self-direction and helps himself to overcome his own difficulties. Much

attention is given to the analysis of errors, and class errors rather than individual errors are made the basis of all early remedial drills.

The thesis I completed two years ago for my master's degree, if it did nothing more, gave me greater tolerance for the so-called "slow" pupil, for the results of my experiments determined that even those students with low I. Q.'s had an even chance in typewriter manipulation with those of higher I. Q.'s. In these findings, I concur with many others who have tried to correlate intelligence and the ability to learn to type.

While we admit that these slower students *can* learn, we must also admit that there will be a greater amount of variation in the learning time, and also that they can find more ways of failing to follow class instruction than any other group. It is for this slower group, therefore, that I make the greatest use of individual remedial drills. Reteaching something that is causing trouble frequently obviates the necessity for corrective work.

Demonstration plays an important part in my teaching of elementary typewriting, because of the great amount of time saved for actual typing practice. Typewriting offers no exception to the rule that learning by imitation is faster than learning by explanation. I demonstrate stroking frequently at first, and occasionally later on. Returning the carriage, inserting and removing paper, use of the tabulator mechanism, and many other details are always taught by demonstration.

I frequently ask an advanced student to demonstrate some phase of the work and, of course, always make use of such professionals as may come our way.

In addition to frequent demonstrations, I dictate to the class a great deal, especially at the beginning of the course, using the phonograph to vary the monotony and to give me a much-needed rest in three consecutive periods of dictating.

My accuracy requirements for completed exercises range from perfect work to an allowance of one or two errors for very early or for more involved exercises. Speed-building plays an important part after the first few weeks, for the old statement that "speed will take care of itself" has been proved false.

Most of my elementary typewriting stu-



dents will write from 35 to 40 net words a minute by the end of the first year, but it is a requirement that they pass a 15-minute test on four different makes of machines, writing at least 30 net words a minute, with not over 5 errors. These tests are given once a month, and a student may try all four tests if he wishes. On all these tests I still use the 10-word penalty, but I am rapidly becoming converted to the belief that this is an unbusinesslike way of reckoning and shall probably change in the near future.

Motivation is provided by various devices such as the "Big Ten" chart, at various times described in the *BUSINESS EDUCATION WORLD*,¹ "dot" charts made by moving map pins ahead as net speed increases, bulletin-board displays, and seasonal schemes. I also use several times a year the so-called automatic progression tests—one-minute straight copy test, which must be written without error by 95 per cent of the class; two-minute straight copy, which must be written without error by 85 per cent of the class; three-minute test, which may have one error and must be written by 75 per cent of the class, and so on.

One of our "seasonal schemes," which provides much interest and amusement, takes place a few days before Christmas vacation.

A 15-minute test is given to all students and errors carefully checked and rechecked. The following day, my room looks and smells like a huckster's stand—for each of those errors meant an apple, a potato, a carrot, an onion, or even an egg, whichever constituted the greatest surplus at the home of the student. Those who do not live in rural sections bring canned goods or fruit if they

¹ Methods and Devices in Teaching Typing, Ver-
nal H. Carmichael, *THE BUSINESS EDUCATION WORLD*,
Vol. XIV, February, 1934, p. 299; April, 1934, p.
467.

wish. Baskets are made up and given to the town nurse to distribute where she thinks they will do the most good.

As for the students, there is much good-natured raillery as some student brings in fifteen potatoes, or as another solemnly tenders one egg as a result of an almost perfect test!

Now, at the close of this discussion, I am still saying what I said at its beginning—enthusiasm, on the students' part and on my

part, constitutes the basis for any success we may attain in our work. The cupboard in the corner of the room, with its many cups won by former students in various contests; the identification badge worn by a student who attended an International Typewriting Contest; stories of good positions obtained and kept—all these are testimony to the slogan I am continually putting before them: "What others have done, you can do—and let's see if you can't do it a little better!"

William Foster Adds His Comments

LAST year I was fortunate in being your commentator on a typewriting series by the major generals in the field; this year I am even more fortunate in commenting on the work of the sergeant majors.

The two articles this month are outstanding, but that doesn't mean we can successfully apply their ideas to our work in their entirety. These are authentic "fashion hints direct from Paris" that we may find becoming, if adapted to our personality.

This month my commenting is mainly commending. Note the points of agreement in the two articles, especially initial enthusiasm, demonstration, and speed at the start.

Are we "beckoned on" as teachers? Would a supervisor say of us that "an unfailing interest on the part of the teacher" was shown in the day's fifth class in elementary typewriting? Do we still have initial enthusiasm?—something highly contagious in many typing classrooms.

Note Miss Ahlering's statement that "repetition should not be continued until interest is lost." *Fur* seems to be the first word thought of by both these teachers; I wouldn't accuse them of having just read the fur sales ads, for the word is an excellent one to use as a starter. For that first day we can put off the logic of *jijiji* for the psychology of *fur*.

It is almost axiomatic nowadays to say

that good teachers demonstrate. And the duller the pupils, the greater the amount of demonstration advisable. But even good points have their dangers. If you have pupils demonstrate, be careful not to embarrass them; also guard against the cruelty of pupil to pupil so often shown.

If you prefer to demonstrate personally, try to think what the pupils are going to see beyond a hazy blur of fast motions; teachers are not supposed to be sleight-of-hand artists, although I sometimes wonder if the public doesn't think we are magicians. A demonstration by Tangora before the National Commercial Teachers Federation puts across points that a pupil who has never seen a typewriter before would never even dream of. By all means demonstrate, but be very sure your pupils are getting out of your demonstration what you think they should.

AS I was one of the earliest advocates of speed from the first, I must say I am glad to see two such progressive teachers putting the idea into practice. Note especially Miss Ahlering's statement that speed is not a matter alone for speed contests, but that to improve one's own record is a worthy aim. And, of course, Miss McIntire is 100 per cent right when she denies that speed will take care of itself.

Have you heard anybody advocating such

This series on "How I Teach Typewriting" will include papers by Edith O'Neill Adams, of Red Bluff (California) Union High School, and H. H. Green, Eastern New Mexico Junior College, Portales.

neresies as "Accuracy and rhythm will take care of themselves"? Speed is inevitably entwined with accuracy and rhythm in the learning of typewriting.

"America is a tune. It must be sung together." Of course we must not be foolish about speed at the beginning; don't try to break any world records then. We are just now getting over the stupidity of insisting on 100 per cent accuracy at the start. Speed and accuracy may be attainable at the beginning, but at what a cost!

A lot of the minor points in these papers prove to me that their authors are real teachers, doing their job without any frills. They call it *correction of errors*, when *proof reading* would have been the "highfaluting" Ph.D. word for it. Pupils seldom do proof reading—and they shouldn't in a typing class. It is a skill for people in the printing business. Look the subject up in any dictionary, if you have any doubts.

I also heartily commend Miss Ahlering's idea of rest periods. If you can be merry naturally, even a bit of merriment, I have found, works well.

I have always believed in Miss Ahlering's idea of daily assignments as against the modern foolishness of contracts with beginners. But do not understand me to say I do not plan on what I expect to accomplish in longer periods of time.

Miss Ahlering's "to know correct arrangement and form and to develop a sense of judgment in writing such material are the major objectives" is far beyond a mere mechanical pupil-mouthing of teacher-imposed rules.

Miss McIntire gives us a fine illustration of a "seasonal scheme," in her Christmas-basket test. It is also an example of suiting our devices to our personality and the community in which we are working. This couldn't be done by everybody everywhere—hardly in a "tough" school, when tomatoes are in season and easy to get.

SPACE doesn't permit my going into Miss Ahlering's "Elementary typewriting is personal-use typewriting." We plan an article later on this. Suffice it to say

Mr. Foster has a "roving commission" to write for the B.E.W. He teaches typing at East High School, Rochester, N. Y., is co-author of the typing course of study there, is associate editor of the N.C.T.F. yearbook, is active in church work, enjoys fine arts and music, and raises Toggengurg goats.



she makes an excellent point when she tries to get the pupil "to choose the typewriter rather than the pen, not only from the point of view of the appearance of typewritten copy but also because of economy of time." And again, "Typewriting skill is of no value unless it is appreciated and used." But don't lose sight of the fact that typewriters cost money. The market is not flooded with second-hand machines as it once was.

I should like to conclude these comments as Miss McIntire does her article, with "What others have done, you can do—and let's see if you can't do it a little better!" But cold, scientific, psychological truth compels me to forego that statement.

"Pop" Kimball used to claim everybody could be a champion typist, if he went about it properly. That statement may have been an incentive to several; and if they succeeded, I suppose some would say that clinched the point. But anybody who does any thinking at all beyond the wishful sort knows that it is the sheerest nonsense for a speaker in a school assembly to tell every boy there that he has a chance to become president.

Emerson's advice to young people to "hitch your wagon to a star" is equally unhappy. Moderate abilities hitched to immoderate ambitions mean crushing disappointments to many. This false optimism is one of the curses of our modern mass education. However, if we do give this advice personally to some student who, we feel pretty sure, can do a fine piece of work, we are then doing some real teaching. And I take it that we want to be real teachers and not "ballyhooers" of the gilded god Success.

ECONOMIC GEOGRAPHY

NO. 2—THE STUDY OF COMMODITIES

Douglas C. Ridgley, Ph.D.

IN economic geography, the study of commodities is fundamental, whether the course of study is organized on a commodity basis or on a regional basis. Man's work everywhere is dealing with commodities or articles of commerce. Farmers are producing the raw materials of manufacture; transportation companies are carrying these farm products to other places; factories are changing the raw materials into finished products; commercial organizations are distributing manufactured goods to the ends of the earth. Commodities include everything movable that is bought and sold, including goods, wares, merchandise, produce of land, and manufactures.

Thus commodities are as numerous and as varied as the articles listed in all the catalogs of commercial houses. Only by classification can commodities be brought into the realm of systematic study.

For purposes of study, commodities may be classified on two bases: (1) on the basis of use; (2) on the basis of origin. On the basis of use, all material objects used by man may be classified under six necessities of life: (1) food, (2) clothing, (3) shelter, (4) fuel, (5) tools, (6) luxuries. On the basis of origin, the same commodities may be classified under such heads as: (1) products of farm and range; (2) products of mines; (3) products of factories; (4) products of forest; (5) products of sea and inland waters.

Dr. Ridgley is the editor of this important series, in which a distinguished group of specialists discuss the organization, content, and methods of teaching economic geography. At our insistent request, he has agreed to be both editor and contributor this month.

Dr. Ridgley is Professor of Geography in Education at Clark University. In 1935, he received the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to the field of educational geography." (See p. 2 of the September B.E.W.)

These broad groups of commodities may then be subdivided. A helpful exercise early in the study of economic geography is the preparation of a list of commodities classified under the larger divisions and their chief subdivisions. This will give a comprehensive view of the field of study and serve as an organizing center throughout the course.

Thus, foods may be classified as: (1) of plant origin; (2) of animal origin; (3) of mineral origin. Foods of plant origin may be classified as: (a) cereals; (b) vegetables; (c) fruits and nuts; (d) other plant foods. The chief cereals are: (1) wheat; (2) corn; (3) oats; (4) rye; (5) barley; (6) rice; (7) buckwheat. In this list of cereals, we find seven individual commodities worthy of study in economic geography. The amount of space given to each of these items in textbooks on economic geography indicates, in a general way, the relative importance of the different cereals.

A THOROUGH examination of the entire textbook early in the term aids students to see the subject as a whole and to relate the parts of the subject as the study progresses. This preliminary survey of the textbook in economic geography may be conducted by making a classified list of all commodities described or mentioned in the book. This list may be made in the form of a topical outline, properly numbered and indented. The exercise will involve gathering material, classifying the items in proper order, and preparing the outline in approved legible form.

The search for items to be included requires skill in examining a book for one particular purpose. The student makes a list of the names of all commodities described or mentioned in the textbook. Concentration of thought and attention is necessary to accomplish the task in a reasonable time. The

names may be written down as they are found. With a complete but unorganized list at hand, the process of grouping the names requires thought and skill. The arranging of the lists in properly coordinated groups gives training in the use of the topical outline that will aid in later geography study and in other subjects. The time required in making a comprehensive outline will be well spent if the task is accompanied by student interest, attention, and concentration.

ECONOMIC geography deals chiefly with the great commodities of the world. A commodity must be understood from its place of origin through its various stages of movement and manufacture to the finished product and into the field of commerce where it is finally consumed. The production of any commodity is dependent on existing natural conditions and upon the needs and wants of the people. Some of the larger facts we wish to know about the chief commodities are the following:

- (1) For what is the article used? How fully does it enter into our daily lives and into the lives of people throughout the world?
- (2) What are the natural conditions required for its production, such as climate, land surface, soil, or other factors?
- (3) Where do these natural conditions exist in proper combination for successful production?
- (4) What is the character and what the industry of the people in regions of production?
- (5) What are the processes carried on for production and preparation for market?
- (6) Is the product used locally or shipped to distant regions?
- (7) What manufacturing processes are involved?
- (8) Where and how is the product marketed?
- (9) Extent of present use and probable growth or decline in its future use?

A commodity is understood only when it is seen in its world relationships. Economic geography calls for a constant study of the world situation. The detailed study of selected commodities provides opportunity for comparative study of regions and countries.

COFFEE, for example, is a commodity that enters extensively into world commerce. Its production involves well-organized agricultural activities. Its

preparation for shipment is simple. Its exportation leads from the chief coffee exporting cities to the chief coffee importing cities of the world. Its preparation for the consumer market involves only a few processes. Its distribution through wholesale houses and retail stores reaches the homes of large populations, especially in North America and western Europe.

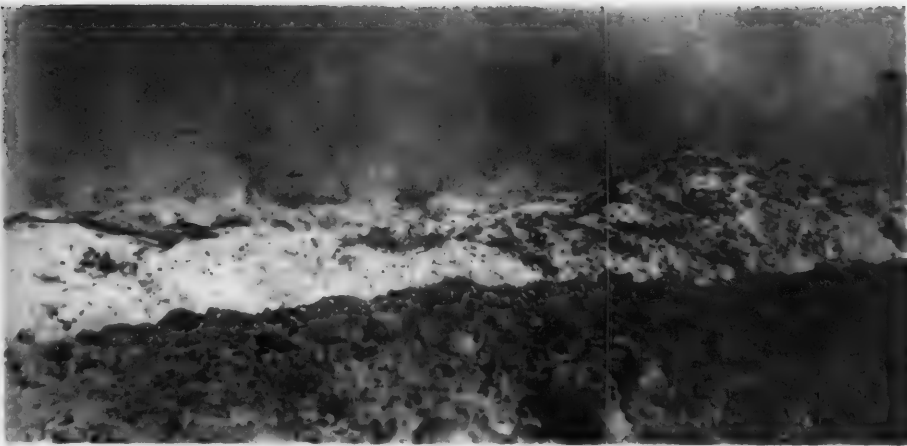
A study of coffee may be introduced by drawing upon the observations and experiences of the students as well as upon reading sources. What are the different brands of coffee that they have seen? In what form do the packages come to the home? Locate the places named on the labels. How generally is coffee used? What brands of coffee are sold at the local grocery? From what wholesale houses does the local grocer obtain his supply?

By using first-hand information supplied by the students, a personal interest can be aroused. School lessons are related directly to home interests.

Why is coffee not raised in the home locality? What are the natural conditions that permit coffee to thrive and to become the chief crop in the leading coffee-producing regions of the world? Textbook study and reference reading enable students to select the fundamental geographic factors which favor coffee production. These are:

- a. A warm moist, tropical climate with the warmest month about 82° F.; the coldest month, 55° F.; warmest days 90° F. or more; no frost, coldest nights not below 40° F.; annual rainfall 50 to 100 inches; warm, relatively dry period for picking season; no severe droughts.
- b. A land surface made up of hills rather than broad level valleys; favorable conditions for both air drainage and water drainage; altitudes of 2,500 to 6,000 feet.
- c. Rich soils, volcanic soils favorable.
- d. Easy access to a good harbor from which shipment may be made to all other seaports.

A world map of coffee production shows that these natural conditions, in proper combination for the raising of coffee, are found: (1) between 25° North latitude and 25° South latitude; (2) in South America: Brazil, Ecuador, Colombia, and Venezuela; (3) in North America: Central America, southern Mexico, and West Indies; (4) in Africa:



Photograph by courtesy of John Wolf

NOT LAVA FIELDS, BUT VAST WASTES OF BURNED COFFEE, PART OF THE \$380,510,000 WORTH DESTROYED IN BRAZIL SINCE 1931 IN AN EFFORT TO CONTROL THE PRICE

Abyssinia, Uganda, Kenya, Angola, and Madagascar; (5) in Asia: Arabia, India, Sumatra, and Java.

Of the 3,000,000,000 pounds of coffee produced annually, South America furnishes 75 per cent and the other continents, 25 per cent.

Coffee growing is a form of intensive agriculture, requiring a large amount of labor. A well-developed coffee region is, therefore, a densely populated rural district. Proper living conditions are provided for the laborers by the plantation owners.

The processes carried on at the coffee plantation consist of: (a) preparing the land and planting the coffee trees; (b) cultivating the land to keep out the weeds; (c) picking the ripe coffee berries; (d) removing the pulp, drying the coffee beans, and placing the dry beans in sacks, 132 pounds per sack; loading the sacks ready for shipment to the nearest seaport.

Coffee is a money crop. It is shipped from its tropical home to the temperate lands of the world. The chief shipping ports are Santos and Rio de Janeiro, in Brazil. The receiving ports are the numerous large seaports of North America and Europe.

Importers and large wholesale houses complete the preparation of coffee for the retail market by the processes of: (a) cleaning and sorting; (b) blending for special brands; (c) roasting; (d) packing the whole beans,

or grinding and packing ready for use in the home.

The marketing process may be developed in as full detail as library resources permit.

A study of the supply and demand of coffee throughout the world reveals some of the difficulties in raising and marketing a money crop as widely enjoyed as coffee. If library resources provide information, the class may discuss the attempts of Brazil to control the price of coffee so that the producers may have a fair profit.

Each important commodity that we use supplies an opportunity for a world-wide survey of the geographic factors that strongly influence the production and marketing of the article. It is important, therefore, that students associate with each commodity studied the natural conditions that favor its production in some regions and that prevent its production in other regions.

[The next article in this all-star series outlines the way economic geography is taught in the Quincy (Illinois) Senior High School. The author is Miss Clare Symonds.

Dr. Ridgley, editor of the series, will be glad to answer questions regarding the teaching of economic geography. Address him in care of the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.]

Case Studies in Business English

NO. 2—WHAT'S THE RESTRICTION?

E. Lillian Hutchinson

AT some time in their classroom experience, most teachers have doubtless "talked themselves blue in the face" and used all the wiles of modern pedagogy in an endeavor to make their students understand the difference between restrictive and non-restrictive clauses and phrases. Most of them honestly admit that much of the time was wasted—that after repeated efforts the students still do not seem to grasp the fundamental distinctions, and their replies to direct questions and to tests show that their answers are largely guesses.

The large group of letters that supplied the inspiration for this series of articles (the letters submitted in the Frailey letter contest, which appears monthly in the B. E. W.) provided plenty of proof that "you can lead a horse to water, but you can't make him drink."

Why All This Trouble?

In most cases the reason for this discouraging state of affairs usually is not the teacher's inadequate presentation of the topic, nor the students' "dumbness," but the fact that students regard the whole matter as a tempest in a teapot, just another one of those theoretical points that pedagogues "get all het up about." Perhaps they are justified. They think that no one in real life is going to ask them point blank whether a clause is restrictive or non-restrictive any more than anyone is likely to ask them the case of the complement of an infinitive. They prefer to leave such foolishness to grammarians and rhetoricians.

But the teacher of business English cannot let his students, especially those in the secretarial and transcription classes, hold this naïve point of view. They must be challenged to grasp the distinctions, because, if they do not, they will make serious errors in punctuating their transcripts. The mis-

takes of inserting commas around restrictive elements and omitting the necessary commas around non-restrictive elements entirely change the meaning of some sentences. If your students are loath to believe this statement, write these two sentences on the board:

The advisory committee is made up of honorary members who are not voters.

The advisory committee is made up of honorary members, who are not voters.

Before we launch into the actual case studies, however, may we say that there's much to be said for not using the standardized terms "restrictive" and "non-restrictive" in presenting this subject. These words are confusing and not very meaningful to most students. In fact, few editors or writers could define the terms without considerable thinking. Why not substitute "essential" for "restrictive" and "non-essential" for "non-restrictive"? Notice how much more understandable the following definitions become with these substitutions.

Essential Element Defined

An essential (restrictive) element is doubly expressive—it declares one thing and implies another. It cannot be removed without changing the meaning of the sentence. For example:

1. Some essential (restrictive) clauses and phrases identify nouns. They answer the questions, What particular person? What particular thing? What particular group? What particular kind?

The members *who are in arrears* will be dropped.
(The italicized clause is essential because it identifies the particular members referred to.)

The salesman *receiving the prize* had the largest quota.

(The participial phrase in italics is essential because it identifies the particular salesman under discussion.)

2. Some essential clauses and phrases limit verbs. They answer the questions, At what particular time? For what particular reason? In what particular way?

Notify the customer *when the goods are received*.
(The italicized clause limits the time of the notifying.)

The store will open at nine *to serve everyone promptly*.

(The italicized infinitive phrase gives the particular reason for opening the store.)

Because essential clauses should be attached as closely to their antecedents as sentence structure will permit, *no commas* should be used around them.

Non-essential Element Defined

On the other hand, a non-essential (non-restrictive) element, instead of modifying something already said, adds a new thought.

The efficiency expert, *who plans office systems*, was astonished at the results.

(The italicized clause is not needed in pointing out the person meant—the reader already knows it is the efficiency expert.)

The purchasing agent, *fearing an increase in prices*, ordered heavily.

(The italicized participial phrase is not needed in pointing out the person meant—the reader already knows it is the purchasing agent.)

Show students how these non-essential elements may be dropped out of the sentences entirely without altering the sense; also that separate sentences may even be made of the elements. For example:

The efficiency expert was astonished at the results.
He plans office systems.

The non-essential relationship between such clauses and phrases and the nouns they qualify is indicated by placing a comma at the beginning and at the end of the clause or phrase.

The preceding statements may be applied again and again as tests to help students in making the distinctions between these types of clauses and phrases.

Classifying the Two Elements

The teacher will find it helpful to place some such simple outline as the following on the board when developing the types of essential (restrictive) and non-essential (non-restrictive) elements.

1. Clauses:
 - a. Adjective
 - b. Adverb
2. Phrases:
 - a. Participial
 - b. Prepositional
 - c. Infinitive

The following case studies are grouped around this classification.

Stop, Look, and Listen Signs

The first step in putting students on their guard about punctuating these clauses is to advise them to regard the relative pronouns (*who, which, that, and as*, with their *-ever* and *-soever* compounds), the relative adverbs (*after, as, before, how, since, till, until, when, whence, whenever, where, wherever, while, and whither*), and the subordinating conjunctions (*although, as, as if, as though, because, if, lest, since, than, that, though, unless, whereas, whether—or*) as "Stop, Look, and Listen" signs. Every time the student reaches one of these words in his transcript, he should automatically stop and consider, "Does this word call for a comma—that is, does this word introduce an essential clause or a non-essential clause?"

This habit formed, the next easiest thing for him to learn is that an adverb clause that precedes the main clause, no matter whether it be essential or non-essential, should be followed by a comma, for three very good reasons:

1. Any sentence element out of its regular order should be set off by commas (see article in September issue, page 32.)

2. Such a clause is apt to be long.

3. Such a clause is quite apt to end with a word that links itself with the first word of the main clause, and so, for a moment, is misleading (see sentence 1 in the section on "Some Illustrations" for an illustration).

It may be necessary here to stress the following additional facts:

1. An *adjective* clause never starts a sentence; therefore, the above rule applies only to adverb clauses.

2. *Noun* clauses (which we are not considering here, since they are neither essential

nor non-essential in nature) many times begin sentences, because they are often the subjects of sentences.

If the plan is feasible has not been decided.
Why the sale was lost is a mystery.
Whoever finishes first may go home.

As a comma normally does not separate a subject from its verb, no comma should follow an opening noun clause.

Here are some sentences from the Frailey contest letters illustrating the incorrect omission of the comma after opening adverb clauses. (Extra space appears where commas should have been used.)

As you know these policies were canceled immediately.

When you took out your policy it was agreed that you would be protected.

In order not to be partial we selected three applicants having no connection with our business.

Since you do not wish her to know you have written me I cannot give you a letter of introduction.

If you will talk to the principal he will be able to help you.

Although the position now open is temporary still once Miss C gets in there her ability may obtain her a permanent one.

Many, many similar sentences might be quoted, but these are sufficient to illustrate the point. The article in the November issue will continue the discussion of punctuating clauses.



Culture—A Valued Business Asset

[Concluded]

Bishop G. Bromley Oxnam

GOOD taste and beauty go together. What is an appreciation of beauty? I can answer best by a confession.

Several years ago, in Paris, we were to visit the cathedral at Chartres, the most wonderful of all the Gothic structures. Since my sons had reached that stage in life wherein young men possess all knowledge—namely, the sophomore year in college—I decided I would amaze them a bit if possible. (I am ashamed to write this, but it is true.) I sat up that night and learned a number of dates relative to the history of the cathedral.

I looked through a volume on Stained-glass Tours in Europe. Think of an individual, I should say an idiot, who thinks that by such procedure he can understand the meaning of the stained glass created by the craftsmen of the Middle Ages!

At Chartres, I planned to strut down the aisle and recite, guide-like, the information I had gathered the night before. We stood for a moment before the Rose Window, the most glorious glass in all the world. The light was streaming through it in all its grandeur, beauty, warmth, and color. Before I could utter a word of my make-believe knowledge, my little daughter looked up and exclaimed, "Oh, daddy, it's just like jewels on black velvet, isn't it?"

That is what I mean by an appreciation of beauty. It is the possession of a heart that spontaneously responds to the beautiful in terms of inner joy.

A delicacy of feeling! This too is an attribute of culture. The Folger Shakespearian Library stands in Washington because Folger possessed that quality.

Folger was a student at Amherst. Ralph Waldo Emerson spoke, and Folger listened. Emerson was one who could find precise words to express definite meaning, lovely phrases to warm the heart as he informed the mind, beautiful sentences that were at once simple and profound. The student Folger listened and was captivated by his ability of Emerson, this delicacy of feeling.

Folger bought a little pamphlet containing the address on Shakespeare given by Emerson to the Saturday Evening Club of Boston; then he purchased a thirteen-volume set of Shakespeare. When he became rich, he spent millions of dollars bringing one of the greatest collections of Shakespeare material in the world to our own capital.

Why? Because he responded to the delicacy of feeling manifest in Emerson and revealed it in his own person.

It is said that the educated man, the cultured man, is at home in all ages and among all peoples. That may be an exaggeration, but certain it is that he is a more valuable person to any business organization, lives richly while he lives, and is on the splendid road to happiness.

Shorthand Methods and Materials

William R. Odell, Ph.D.

The second of a series of articles in which Dr. Odell describes the teaching methods and materials developed in recent years

AN ANALYSIS OF MATERIALS (Continued)

IN THE preceding article in this series, a description was given of the materials that have been developed by Brewington-Soutter, Barnhart, McCredie, Frick, Skene-Walsh-Lomax, and Zinman-Strelsin-Weitz. This leaves to be discussed the materials of four other methods: Beers-Scott, Munkhoff, Leslie, and Odell-Rowe-Stuart. These are now considered, in that order. Each method is described under the same three headings used in the previous article.

7. BEERS-SCOTT MATERIAL

The seventh method to be discussed was developed by Gertrude Beers, of the University of Nebraska, in cooperation with Letha P. Scott, of the Lincoln (Nebraska) School of Commerce. Their material appears in the book, "Fundamental Drills in Gregg Shorthand," Gregg Publishing Company.

Subject Matter. The subject matter of the Beers-Scott material does not follow any common pattern, as is the case with the Brewington-Soutter and the McCredie materials. The vocabulary was permitted to determine, in large measure, the topics of the paragraphs and letters included in "Fundamental Drills." As would be expected, a wide range of topics appears. For example, some chosen at random are Friendly Relations Between Countries, Reports on a Food Exhibit, Ordering a Tractor, Applying for a Position, etc.

The authors state that "the material is easy enough so that the average student can read it without difficulty. . . ."

¹ "Fundamental Drills in Gregg Shorthand," Gertrude Beers and Letha P. Scott, Gregg Publishing Company, p. v.

In addition, they claim that the material is designed "to furnish interesting material that will stimulate the students' desire to read shorthand. . . ."

Thus, Beers and Scott agree with McCredie and Barnhart as to the importance of having material of interest to the reader, although they obviously are not in very close agreement as to the way such interest is aroused.

Vocabulary. The vocabulary of the Beers-Scott material² emphasizes high-frequency words. It is based upon the 3,000 words of highest frequency taken from Horn's³ word list, supplemented with the 1,000 words from Ayres'⁴ list that were not included in the Horn list, plus the 5,000 words of highest frequency from both Thorndike's⁵ and the Harvard Classic Series if these words appeared in Horn's list of 10,000. In addition, high-frequency words were taken from a list compiled for teachers' examinations in the state of New York if these words appeared in Horn's list of 10,000. This last-mentioned list was published in the *American Shorthand Teacher* in 1925 and 1926.

One other interesting feature of the Beers-Scott material is in sharp contrast to the Brewington-Soutter material and in even sharper

² *Ibid.*, p. iii.

³ For the vocabulary of Beers-Scott materials, see pages 196 ff. in their text.

⁴ "Basic Writing Vocabulary," Ernest Horn, Iowa University Monographs in Education, First Series, No. 4, Iowa University, Iowa City.

⁵ "Measuring Skill for Ability in Selling," Leonard P. Ayres, Division of Education, New Russell Sage Foundation.

⁶ "Teacher's Word Book," Edward L. Thorndike, Teachers College, Columbia University, New York City, 1921.

contrast to the Frick material. Both these latter texts include numerous low-frequency words. Many of these do not appear in the Gregg Manual. On the other hand, in the Beers-Scott material, unusual words are omitted, including even some that are in the Gregg Manual itself.

Use of Shorthand Principles. The drills in the Beers-Scott text are designed for use with the Gregg Manual. The organization of their text exactly parallels the units in the Manual.

8. MUNKHOFF MATERIALS

The eighth method for consideration is that of Miss Katherine Munkhoff, of the Wilson Senior High School, Cedar Rapids, Iowa. The material developed by Miss Munkhoff has not been printed, but has appeared only in mimeographed form, to date. The materials in this form have been used by a number of teachers and constituted the basis for Miss Munkhoff's experimental study of shorthand learning⁷ at the State University of Iowa.

Like the Beers-Scott material, the subject matter of the Munkhoff material does not follow any particular pattern. Here, again, the content of the articles and letters used seems to be determined by the vocabulary to be learned. Continuity of thought in successive units and interest and instructional value are not emphasized as in some of the other materials described.

The material is written in running style, with no paragraphs indicated. The author says, "Paragraphs are not indicated in any of the material. The business man rarely dictates one when he dictates. Have pupils decide where they think a paragraph should come."⁸

A variety of topics is used, such as: The Fur, The Show, Quaker Oats Company, Sweet Sleep, Rating Yourself.

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⁷ "A Comparison of the Direct-Writing Method with the Old Manual Method in the Teaching of Shorthand I," M. A. thesis, Department of Education, State University of Iowa, 1929.

⁸ "Lesson Plans with Introduction and Tests for Teaching," Katherine Munkhoff. (Mimeographed.)

Vocabulary. The vocabulary of the Munkhoff material emphasizes the 1,000 most-used words, although other words are freely used, according to the author.

Miss Munkhoff makes the following statements regarding the vocabulary:

Since the course is based on the automatization of the thousand commonest words, Horn's List, it will be well for each student to have a copy of Gregg's pamphlet, "Most-Used Shorthand For . . . New words not among the One Thousand." "Most-Used" words are freely used. Pupils are not held responsible for the automatization of these.

The vocabulary of the first fourteen units emphasizes three of the most frequently used shorthand rules. In the remaining units, a new rule or principle is introduced in about every third unit.

Use of Shorthand Principles. Although the vocabulary in each unit indicates that the majority of new words illustrates a particular principle in Gregg shorthand, there is no mention of principles in the instructions for the use of the material.

9. THE LESLIE METHOD

The ninth method to be discussed is the Functional Method, which has been developed by Louis A. Leslie, of the Gregg Publishing Company. The fundamentals of his method are discussed in his book, "The Teaching of Gregg Shorthand by the Functional Method," Gregg Publishing Company, 1935. His materials for teaching the Functional Method are found in his books, "Gregg Shorthand—Functional Method," Volumes I and II, Gregg Publishing Company, 1936.

Subject Matter. The materials of Leslie's texts are presented in the form of stories, short articles, and letters. The stories and articles cover a wide range of topics. Many of them deal with the activities of school children, as, for example, Hobbies, The Honor of the Team, A Toy Store, A Birthday Party, etc. A number of the selections are stories chosen for their interest values, as, for example, A Fairy Tale, The Hermit, Little Pin, Robin Hood and His Merry Men, etc. Still other selections contain worth-while

⁹ *Ibid.*

general knowledge or information, as, for example, Joan of Arc, John Smith and the New World, Story of Printing, Greece, Norway, etc. And, finally, some of the materials are written about business and economic topics such as Texas, Shipping Goods, Money, etc. The letters are typical general business letters.

Where the range of subject matter covered is as great as in the case of the Leslie material, it is difficult to classify it very precisely. The above classification of selections, chosen more or less at random, is purely an arbitrary one, but the classification is essentially accurate and complete.

Vocabulary. No complete analysis of the frequency status of the Leslie material vocabulary is available. The author, in a letter to the writer, says:

The material has not been restricted to any given word list. The only guide here has been (the) requirement . . . that the matter must not sound artificial and that, whenever possible, no word or expression should be used which would not be appropriate for high school classes. The only exceptions to this rule will be found in the graded material for use in teaching prefixes and suffixes. Here the average high school student may occasionally find a little rough sledding, but the attempt has been to avoid the use of prefix or suffix words which would be altogether beyond the students' vocabulary.

On the basis of the foregoing statement and an examination of the Leslie material, the writer is of the opinion that the Leslie material is fairly well confined to high-frequency words. It is probably not so closely confined to high-frequency words as is the Beers-Scott material, but undoubtedly is a more narrowly restricted vocabulary than is used in the Brewington-Soutter material.

Use of Shorthand Principles. In the author's own words, ". . . the principles are arranged in exactly the same order as in the Anniversary Edition of the Gregg Shorthand Manual. Volume I contains all the material required to complete the presentation of the principles found in Chapters I to VII of the Anniversary Edition."¹⁰ Volume II covers the remainder of the principles, as presented in Chapters VIII to XII.

¹⁰ Louis A. Leslie, *Gregg News Letter and Transcription Tests*, June, 1936, p. 491.

10. ODELL-ROWE-STUART MATERIAL

The tenth method for consideration is that of Dr. W. R. Odell, Mr. Clyde E. Rowe and Mrs. Esta Ross Stuart, of Teachers College, Columbia University. The materials they have developed appear in their text, "Direct Practice Units for Beginning Gregg Shorthand," Gregg Publishing Company, 1936. In addition, a rather extended discussion of their method appears in the "Teacher's Manual and Key" which accompanies their text.

Subject Matter. Like the Beers-Scott material, the Odell-Rowe-Stuart material is not confined to any pattern of subject matter. The topics were chosen in accordance with the vocabulary to be covered, in much the same way as in the Beers-Scott text. This resulted in the use of a wide variety of topics, as, for example, My Charge Account, A Country Bank, A General Report, The Fire, A Set of Books, etc.

Two of the authors of this text are not much concerned about the interest value or the subject-matter content of the practice material in the early shorthand-learning stages.¹¹ As they view it, the shorthand learner in the early stages is much more concerned about the learning activity itself than about the literary quality of the material written or read. It should be meaningful, of course, and relatively simple. The third author, however, believes that the intrinsic interest of the subject matter is extremely important, even in the early stages of shorthand learning.

The subject-matter content of shorthand material in advanced stages is of much more concern. The Odell-Rowe-Stuart materials cover only the initial part of the shorthand course, hence the item of interest is of little moment to two of the authors. The other author considers their material to possess interest value, and with probably as good grounds as do other authors who make the same claim.

Vocabulary. The vocabulary for the Odell-Rowe-Stuart material is limited to 618 words from the composite list constructed by

¹¹ See "Can There Be One Best Method for Teaching Skills?" W. R. Odell, *Gregg News Letter*, May, 1936.

Rowe.¹² This list was made by combining the commonest 500 words from the Horn, Thorndike, Ayres, and Dewey¹³ lists.

Use of Shorthand Principles. The Odell-Rowe-Stuart material is not correlated with the Gregg Manual. The vocabulary of the very first Direct Practice Units is based largely upon the high-frequency words that come under the three or four most commonly used Gregg shorthand principles, as determined by Rowe.¹⁴

It happens that these principles also are the simplest ones, and occur early in the Gregg Manual, Anniversary Edition. As a whole, however, each selection in "Direct Practice Units" covers a wide range of shorthand principles just as do the Barnhart and McCredie materials, without respect to their sequence of presentation in the manual.

SUMMARY

There are certain aspects of particular importance related to the type of material that is selected for teaching shorthand. Most of these have been discussed briefly or inferred in the foregoing descriptions of materials used in the ten different teaching methods. It seems advisable, however, to recapitulate in such fashion as to bring out important contrasts, independent of any particular method, before going on to consider the other aspects of the ten methods. The summary is presented under the same three topical headings used above for discussing the materials basic to each method.

Subject Matter. There are three distinct points of view as to what constitutes satisfactory shorthand material, in so far as its subject matter content is concerned. One of these is that the *interest value* of shorthand material is very important. Another is that the *non-shorthand, general informational value* of the material is very important. And the third is that the *shorthand-learning value* is very important.

¹² "An Authoritative Word List," Clyde E. Rowe, *The Business Education World*, May, 1935.

¹³ "Relative Frequency of English Speech Sounds," Godfrey Dewey, *Harvard Studies in Education*, Vol. V, Harvard University Press, 1923.

¹⁴ For a report of this analysis see Odell-Rowe-Stuart, *Teacher's Manual and Key*, pp. 27 ff.

It must, of course, be recognized that these three aspects of shorthand material are by no means mutually exclusive. Any material must contain all elements to some degree. On the other hand, there are those who emphasize one or another of the three factors as being of prime importance.

To the writer, it seems that the emphasis given to the three aspects of material must differ from stage to stage in the learning process. While the shorthand-teaching value is highly important throughout, it is of peculiar significance in the initial learning stages. And whereas in advanced dictation the interest value and general educative value of the material are highly important, in the early stages they can be expected to play only a minor part in the learning activities of the student, unless, of course, the shorthand learning is to be diluted with other types of learning. In other words, material can be so interesting or can itself require so much attention that it will interfere with basic shorthand learning.

It should be noted that the claims made with respect to the interest value of shorthand materials are based entirely upon subjective grounds. What is more, opinions as to what constitutes "interesting" materials differ widely. In the writer's opinion, the matter is of sufficient importance to warrant additional study so that we can come to better agreement concerning it.

The general educative value of material will differ sharply, depending upon the group that uses it. The maturity of the students, their backgrounds, and their purpose in studying shorthand must all be considered in selecting material. One other point may now be so obvious. It is that the teacher must do something besides dictate the material if he expects its full potential educative value to be realized. The shorthand teacher will need to do more than simply dictate endlessly and will need to know more than shorthand alone.

The shorthand-teaching value of material depends largely upon the fundamental philosophy of teaching that is used. Thus, the direct-method teacher desires a type of material very different from that used by the Manual or traditional-method teacher. This will become clearer as this series continues. The point to be made here is simply that

materials differ widely in their intrinsic shorthand-teaching values, and that this factor should be taken more into account by teachers when selecting shorthand materials.

Vocabulary. There are two distinct points of view with respect to the vocabulary appropriate for shorthand materials for use in the early learning stages. The first is that the chief function of the vocabulary is to teach shorthand rules or principles. The second is that the chief function of the beginning materials is to develop a basic automatized vocabulary of high-frequency words at the same time that the students are acquiring most effective reading, writing, and transcribing habits and skills. This difference is discussed at considerable length in subsequent articles in this series. It should be noted, however, that the philosophy of shorthand learning determines to a major degree the vocabulary to be used. This is clearly shown by the fact that, in the materials discussed above, certain of the authors use many low-frequency words not found in the Manual, whereas other authors omit some Manual words simply because of their relatively low frequency.

On advanced shorthand-learning levels, ideas with respect to the proper vocabulary differ less. The general procedure seems to be to have vocabulary analysis follow the writing of the material. It seems, however, better practice to reverse the process.

Use of Shorthand Principles. This aspect of shorthand material is so inherently a part of the basic teaching procedures used that little need be said by way of summary.

[Next month, *Teaching Procedures*]

Edwin A. Lee to New York

DR. EDWIN A. LEE, formerly superintendent of San Francisco's schools, has succeeded Dr. Franklin J. Keller as director of the National Occupational Conference, with headquarters at 551 Fifth Avenue, New York City. The Conference is concerned with the solution of occupational-adjustment problems. Its monthly journal, *Occupations*, is a leader in its field.

Dr. Keller is returning to the principalship of the Metropolitan Vocational High School, New York City.

Seventy-Third Bryant College Commencement

• AT THE seventy-third commencement exercises of Bryant College, Providence, Rhode Island, held on August 7, 256 degrees and diplomas were awarded. Five of the degrees were honorary.

To the distinguished list of those who have received honorary degrees at previous commencements, were added William R. Castle, former Under Secretary of State of the United States; Captain William McGregor, vice president of the Blackstone Valley Gas and Electric Company; Anna Steese Richardson, associate editor of the Woman's Home Companion and director of the Good Citizenship Bureau; James Edward Thompson, president of the Phoenix National Bank; and Everett Wanton Whitford, president of the Centerville National Bank, all of whom received the degree of Master of Science in Business Administration.

Mr. Castle, who was the principal speaker, selected as his topic the subject of foreign trade. In his address to the graduating class, Harry Loeb Jacobs, president of the college, urged the members of the class not to dodge responsibilities, but to grasp them as occasions for growth and self-improvement. "Then," he said, "if you must face the rugged mile in life, when disappointments come, self-discipline, industry, and perseverance will help you onward. Your progress will depend on your ability to do your work so well that you will find joy in achievement, and responsibilities will prove a new means for further growth."

Many notable guests were present at the breakfast given by Mr. Jacobs in honor of Mr. Castle, and also at the luncheon in honor of Mr. Castle and the recipients of honorary degrees.

The opening of the seventy-fourth fall semester marks a significant occasion in the history of Bryant College, now housed in a fine group of buildings on an extensive campus, for, with justifiable pride, it can point to three generations of successful graduates.—*H. P. B.*

Vocational Guidance in Shorthand

Imogene L. Pilcher

Vocational guidance through prognostic testing and a progressive weeding-out process in shorthand classes benefits both the fit and the unfit by saving time for all concerned

THE shorthand teacher is vitally interested in the struggle of the members of the group who are battling to survive with the "fit." The obviously unfit should have been segregated from the fit before contacting the shorthand classroom.

Various methods have been employed, more or less successfully, in school systems, in an effort to prevent the unfit from entering upon the study of shorthand. These methods are conditioned, largely, upon the size of the school, administrative set-up, and local exigencies.

Such guidance may be the responsibility of grade counselors, home-room teachers, department heads, principals, supervisors, or guidance experts. Information given in classes on occupations has served a useful purpose in this connection.

One Cleveland high school has inaugurated a "vestibule" course in the first semester of the tenth grade. It is a unit course, each unit covering about one week's work, making use of no textbook but utilizing a number of reference books. Titles of the following units adequately describe the material covered:

- Types of offices.
- Types of employees in these offices.
- Education and training of office employees.
- Personal qualifications of workers.
- Types of office equipment.
- General clerical employment.

The purpose of the course is to give information and guidance to aid students in choice of commercial electives.

Records kept carefully over a number of years show that a student who becomes vocationally acceptable as a stenographer ranks fairly high when the following three factors

are combined: I.Q., achievement in school subjects, and personal attributes.

Low rating in any one of these is not sufficient to predetermine shorthand failure definitely. A student, then, might gain admittance to the shorthand class with a low rank in one or even two factors mentioned above, yet with a combined record sufficiently high to rate him as desirable shorthand material.

To the first-semester shorthand teacher comes the maximum responsibility for practical vocational guidance in shorthand. There is no question as to whether the shorthand teacher has the time, the advisory position, the prestige, the compulsory administrative power, the social and business contact. There is simply a duty to be performed in order that a job may be well done.

The shorthand teacher must keep in mind the three factors that we have previously enumerated—I.Q., achievement in school subjects, and personal attributes of each student. The classroom teacher is in an enviable position for obtaining valuable information relative to the personal attitudes of the many students with whom he comes in contact.

The First Segregation

At the end of the first six weeks of shorthand, students with low I.Q.'s, who have put forth maximum effort, might well be segregated from the other beginners. In a large high school, with several teachers of shorthand, this can be readily accomplished by having all beginning shorthand classes scheduled for the same hour. In a small school, it would mean a division within the class. Students with high I.Q.'s, who have not progressed with the others because of lack of

effort, should be kept with the regular class through at least the first twelve weeks.

After twelve weeks of shorthand, a re-division of beginning classes should take place. In the segregated section should be placed students who definitely will not be permitted to continue with shorthand after the first semester.

This section, made up of failures from the other classes, may devote the remaining six weeks of the semester to brief forms, drills on the one thousand most-used words, aids in preparing outlines for the daily assignments in history, science, and English classes. The required home work should be reduced to a minimum.

If the shorthand teacher will assist the students who fail in beginning shorthand to make practical application of the few shorthand outlines they have learned, by aiding in the preparation of assignments in other subjects, much of the feeling of failure on the part of the students will be minimized.

If the administration of the school will permit, students in this special class who have done their very best might well be given a semester's credit in shorthand, but not permitted to spend any more time on shorthand. In our own school, such students are failed and no failure in first-semester shorthand is permitted to repeat the subject.

It remains, then, for the shorthand teacher to make clear to such students that failure in shorthand does not mean that they are doomed to ultimate failure in all things. At this time, the shorthand teacher is the one best equipped with personal knowledge of the students to guide them, if they desire

commercial training, into subject-matter fields in which they may hope to succeed.

During the first semester of shorthand, when considerable time and thought are being expended on failures, the shorthand teacher scouts for potential winners. Here, again, it is well to segregate, at the end of the first six weeks and again at the end of the twelfth week those students who show an unusually high degree of mental and physical coordination.

In a small school, where the division must be made within the class itself, variable-rate tests afford measuring sticks for each individual capacity. One of the most valuable features of shorthand contests is that the shorthand teacher is forced to search for outstanding students early in their shorthand courses. The teacher who brings out the best in the students studies each individual and causes each student to become imbued with a belief in his own possibilities.

Counsel in Personal Problems

The second semester of shorthand offers, again, a guidance problem, but in a lesser degree than the first semester. Students are passed into the second term who, apparently, are not capable of doing the work. This condition is usually the result of one of the following three reasons:

- (1) An error in judgment on the part of the first-semester teacher.
- (2) The first semester's work did not adequately display the students' limited capacity.
- (3) The novelty of a new subject, as experienced in the first semester, has worn off and the second-semester teacher is unable to arouse a feeling of enthusiasm.

Second-semester shorthand failures become very personal problems and individual counselling may help in solving some of the difficulties. The head of the commercial department or the school counselor can take care of the individual problems, if the shorthand teacher prepares a detailed report of each case. Our experience has been that personal counselling functions best when there are specific problems to be solved for individual students.

At the end of the second semester of shorthand, three groups of students will be found: (1) those who have done creditable work

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and who are capable of continuing with shorthand; (2) those who have reached their limit and who should be given credit for one year of shorthand but not permitted to continue with it; and (3) those who have definitely failed in the second semester's work.

The third group (those who have definitely failed) may be divided into two groups: (a) those who will repeat the second semester and, upon making a passing mark, will be advised to accept a year's credit and discontinue shorthand, and (b) those who will repeat the second semester's work and, thus strengthened, will be capable of continuing with advanced shorthand.

The third-semester students are enrolled in advanced shorthand because the combination of their I.Q.'s and shorthand achievement led the first- and second-semester shorthand teachers to believe that they may be trained to become vocationally efficient in the use of shorthand.

Rates of speed and percentage of accuracy must be set as goals just at the absolute limit of the individual student's capacity. This, again, calls either for segregation of classes or varying rates within a class. Variable-rate speed tests are the answer to a shorthand teacher's prayer.

In our school, it is not uncommon for an advanced-shorthand teacher to dictate six different rates of speed for weekly tests. Students are required to take all the dictation, which means six tests of five minutes each, or thirty minutes of dictation; then each student transcribes the highest rate that he is able to transcribe. Students are marked upon the rate of the test transcribed, as well as upon the accuracy of the transcription.

Evaluating by Business Standards

The problem of the advanced-shorthand teacher is somewhat different from that of the first-year shorthand teacher, in that business standards become the only acceptable bases for evaluating students' work. The advanced-shorthand teacher is cognizant of the importance that business places upon the personal appearance and character traits of the young employees.

In schools where personnel regimen courses are required of all commercial students, the

shorthand teacher can easily shift the responsibility in this connection. In other schools, where such courses are not given, the classroom teacher has to cope with the problem.

Standards of appearance and of conduct first must be set up and individual weaknesses pointed out. If possible, the students should discover their own weaknesses. Personal-rating charts are good devices for this purpose.

The head of the commercial department or the school counselor can assist the advanced-shorthand teacher by personal conferences in cases where the shorthand teacher presents some definite problem. It is the rare student that does not profit by such a conference.

At the beginning of the last semester of shorthand, the teacher needs a complete diagnosis of the student as a potential office worker. These students soon will be out in a free-for-all competition for jobs. Tests made up of the following parts will give valuable assistance in planning carefully the work of the last semester:

- (1) Shorthand.
- (2) Transcription.
- (3) Typing.
- (4) Spelling and business vocabulary.
- (5) General business information.
- (6) Employment applications.
- (7) Conventional business courtesy.

Remedial projects may be devised without diminishing the normal progress that should continue in increasing speed rates in both shorthand and transcription.

Students who, seemingly, have reached their speed limits ought to understand that their personal qualifications must be proportionately higher than those of the more rapid writers, if they are to be given job preference. Such students should not be deprived of a belief in their own value; otherwise, they will greatly under-sell themselves.

Our experience has been that many employers are not primarily concerned with exceedingly high speed rates in shorthand and typing. On the other hand, there always will be the egotistical students who will over-sell themselves—but not for long. These self-important youngsters are the ones who probably profit most, at this time, through personal conferences with the head of the department or with the school counselor. The

difficult task—that of properly interpreting such students to the head of the department—rests with the shorthand teacher.

In our discussion of the shorthand teacher's participation in guidance, we have assumed that the students who were admitted to the shorthand class were subjected to some method of selectivity, however crude that method may be. The students that have been considered were in the group that appeared to be "fit," as far as the study of shorthand was concerned.

Many shorthand teachers have the additional disadvantage of receiving into their classes students who, because of physical or mental defects, cannot possibly make shorthand vocationally useful. These students should be advised against spending too much time on shorthand. School credit may be given at the end of one year on the basis of personal use of shorthand.

Discouragement will be felt keenly by such students unless other avenues of work are pointed out to them. Appointments for individual conferences should be made with the head of the commercial department, school counselor, or high school principal.

Cumulative Placement Records

The teacher of advanced shorthand is always interested in the placement of students on the job, after completion of their high-school course. Only when students have become permanently employed has the ultimate goal been reached.

The direct work of placement may be handled through the head of the commercial department, a school placement office, a centralized school placement department, or jobs may be secured by the students without school aid.

Regardless of the method of procuring a job, the shorthand teacher is concerned about the type of office work the former student is doing and how he is doing it.

It will take very little time for the shorthand teacher to prepare a card-index file of all students, immediately after the diagnostic test is given at the beginning of the last semester of shorthand. Brief additional remarks should be made on the cards at the time of the students' graduation. All em-

ployment information ought to be noted.

If the students, while in school, are made to feel that information relative to the jobs obtained is valued, many graduates will take considerable pride in contacting the advanced-shorthand teacher. Under such circumstances, the teacher has an excellent opportunity to give help and encouragement to the young employee. If this information does not come in unsolicited, follow-up cards should be sent out.

A simple, systematic record of all shorthand graduates will save the teacher much time and be the means of gathering valuable data into the class-room.

The teacher will recognize the fact that business conditions undergo rapid changes and that the students who are being trained at any one time may be faced with business problems unknown during the brief period of their training. Yet the best guidance that the shorthand teacher can give is to prepare students adequately for conditions existing in business at the time the students are obtaining their training.

May we not conclude from directive guidance procedure outlined above that any attempt to restrict guidance to advice, to a word panorama of world conditions, is too easy a line of escape from the guidance opportunity of the class-room teacher. As guidance, then, is advice based on the accumulated facts of knowledge of business conditions not open to the casually informed, we have assumed that the shorthand teacher, acting in a counseling capacity, has such information and can guide students toward the acquisition of achievement and personal qualifications to acceptable vocational levels. At the same time, vocationally unqualified students are guided out of the vocational aspects of the subject with minimum waste of time and discouragement.

A mechanically constructed watch, if wound up, will run; but many vocationally trained students cannot run even when "wound up." The shorthand teacher must show not only the open way, and the terminus of the way, but should prepare those who are to travel that way, by physical fitness and mental achievement, to do the traveling—and this is the important thing.

Business Experience for Business Educators?

"Increasingly, business educators must accept the philosophy and the challenge of vocational education. What does this mean? In simple terms, it means classes taught only by those who are thoroughly qualified. Industrial teachers must first of all be masters of the trades they teach. They must possess roughly seven years of successful experience, four years as apprentices and three years as master craftsmen. The average experience of trades teachers in California, for example, is more than twelve years. The same is true of teachers of agriculture. Successful farm experience is a prerequisite to professional training as an 'ag' teacher. Business education will have to approximate such experience in its teaching staff."

This statement, by Dr. Edwin A. Lee, director of the National Occupational Conference, was the subject of an essay contest sponsored by the BUSINESS EDUCATION WORLD, the prize-winning discussions appearing in the October issue, 1935. Because the subject is of such vital interest to our readers, we give here a résumé of the essays of several teachers who entered the lists and gave battle for their convictions.—Editor.

IRMA EHRENHARDT, INDIANA STATE TEACHERS
COLLEGE, TERRE HAUTE, INDIANA

• IN REFERENCE to skills, it is necessary for all business teachers to have had at least one year of actual business experience. The instructor then knows what his students have to do and how they should conduct themselves in an office. My business experience was of inestimable advantage to me because I learned (a) the value of time; (b) the value of accuracy; (c) the value of discriminating between the important and the unimportant details; (d) how to make appointments; (e) business ethics and routine; (f) the appreciation of the employer when work is done well and on time, and the resulting pride in doing work that way.

MILDRED FERGUSON, HEAD, COMMERCIAL DE-
PARTMENT, R. A. LONG HIGH SCHOOL,
LONGVIEW, WASHINGTON

• DR. LEE is absolutely right, to my way of thinking. Not only does experience make one a better teacher, in so far as the benefit received by the student is concerned, but it adds immeasurably to the pleasure in teaching, due to increased confidence in oneself. . . . The respect that commercial students have for the instructor who has no difficulty

getting and holding a summer-time job is very noticeable. Most Boards of Education also prefer to employ the practical teacher who can both teach and do.

My own personal experience along this line has completely convinced me of the excellence of Dr. Lee's suggestion. My first year of teaching was successful enough, but purely theoretical. At the end of that year, I felt a great lack of actual knowledge of the subject matter that I had been teaching, so I spent the next three years in office work. Really preferring to teach, I returned to that line of work with many new ideas on how to make high school commercial courses of study more practical, and in my own mind there is no comparison between my methods, procedure, and standards of accomplishment now and before I gained my business experience.

I cannot understand a teacher who is not willing to make the necessary effort to obtain practical business experience—but if there is such a teacher, she should be made to make the effort or she should not be granted a teaching certificate.

LOUIS D. HUDDLESTON, COMMERCIAL TEACHER,
JOHN ADAMS HIGH SCHOOL, CLEVELAND

• TO ME, the suggestion that business expe-

rience be required of all commercial teachers is just another addition to the vast army of ideas already written about, talked about, cussed, and discussed. I am not at all sure that requiring such a qualification would minimize the danger of having others take over our work. . . . By 1922, only about half the social-business subjects were taught by commercial teachers. We should know whom to blame if some one department had done the taking, but almost every department had a commercial subject or two. . . . I think we will agree that these commercial subjects were not placed in other departments because of any previous business experience those teachers might have had.

One writer has dared to prophesy that the commercial department will be extinct by 1940¹. If we need business experience for all this, it will be to make us useful in some other occupation or calling than the teaching profession.

NATALIE FORSYTH MORGAN, BOOKKEEPING
TEACHER, BALL HIGH SCHOOL,
GALVESTON, TEXAS

• TEACHERS need more practical training; the rules customarily taught in schools don't work in business. . . . People who dine out should know their forks. A person going calling needs his cards and the right gloves. A boxer should be sure of his foot work. And only teachers who have worked in offices can give practical instruction in office training. If you are a Pedagogue,² let every third summer make a Teacher³ of you. Secretaries, bookkeepers, and clerks in your home town will be going on vacations while you are free. Fill-ins are needed for brief periods, when a regular stenographer does not wish a ten-day job. The situation is ideal for making Teachers out of Pedagogues.

¹David Snedden, *American High School and Vocational Schools* in 1960, Bureau of Publications, Teachers College, Columbia University, New York, 1931, p. 103 f.

²"A school master, especially if narrowminded."—*Winston*. ". . . especially if solely college and textbook trained, without business experience."—*Author*.

³"One whose theory was gleaned from study leading to a degree in business administration, but whose application was learned from experience in business."—*Author*.

Of course, if your teaching has suffered from too much telling and not enough doing; if you're one of the all-too-many who can teach the compound, disjoined suffixes better than you can take a simple letter; if your balancing is of the preached-not-practiced variety—you may not be worth much to business. In that case, ask employers to let you do odd jobs, just as a favor. It's fine for a teacher to *take* orders for a change. If necessary, do it "free gratis for nothin' without charging for it." You'll get your pay—in learning principles that will work.

LLOYD H. JACOBS, HEAD, COMMERCIAL DEPARTMENT, STATE TEACHERS COLLEGE,
TRENTON, NEW JERSEY

• IS THERE not grave danger in placing practical training first in the qualifications of a business teacher?

As I look back upon the teachers I had in business subjects, it was not those with rich backgrounds of practical business experience who left their greatest imprint on me. The lasting imprints were made by those teachers who gave me a philosophy of life that has proved of untold value in these passing years. . . .

Yes, business experience is excellent—it is important; but give me the teacher of noble virtues: patience, enthusiasm, tact, honesty of speech and action, fair play, sympathy, loyalty, courage, determination, and yet sternness when occasion demands it. . . . And when our time comes to leave this job of teaching, may they say of us not merely, "He was a molder of good typists, stenographers, and bankers," but "He was a molder of noble men and women."



• JOSEPH POMEROY NOURSE, principal of Galileo High School, was unanimously elected by the San Francisco School Board to the office of City Superintendent of Schools, succeeding Dr. Edwin Lee, resigned.

Major Nourse, who is a graduate of Stanford University, as are his wife and two daughters, has been identified with the city school system since 1901.



FIFTY-TWO years of phenomenal success have marked the rise of Woodbury College, Los Angeles, from its small beginning to the internationally known institution that it is today. And now, as its crowning achievement, President R. H. (Pop) Whitten proudly announces that his fondest dream is to become a reality in the erection of a new, ultra-modern building to house the college. The location is on Wilshire Boulevard, just at the edge of the business and financial districts, but removed from noise.

Of reinforced concrete and steel construction, the building will be fire- and earthquake-proof. It will be the most distinctive and prominent structure in the new section of the boulevard, and the illuminated tower with its neon clock will be seen daily by thousands of persons.

The architectural beauty of the building's exterior typifies the attractiveness of the interior. Wide corridors, spacious classrooms, artistic decorations, a cozy recreation room, a charming patio—these are only a few of the attractive features. Everything to make training conditions ideal will be provided. The building will provide accommodations for thirty-five hundred students.

As the building will face three streets and will be open on the fourth side as well, there will be an abundance of fresh air, and the exclusive occupancy by the college of the entire four floors will remove all distracting influences. The administrative department will be housed on the first floor and will include a large reception room, the main office, and ten private offices. Also on this floor will be the home economics department, the bookstore, and a large auditorium with stage and dressing rooms. The second and third floors will be occupied by the commerce department, and on the fourth floor will be the professional departments.

Construction is now under way, and "Pop" Whitten, who delights in doing the impossible, hopes to hold open house on next April Fools' Day, to fool the many skeptics who said he could not put over such a gigantic undertaking at this time.

Woodbury College was founded by F. C. Woodbury, as Woodbury Business College. In 1926, the college was chartered by the State of California as an educational institution of university grade, with power to confer degrees. It has been under the management of R. H. Whitten for fifteen years.

BEHIND THE SCENES WITH BUSINESS

Robert Newcomb

In this visit behind the scenes of the hotel industry, we learn of its history, its services, and the training required of its personnel

The Hotel Industry

THERE are more than seventeen thousand hotels in the United States. You may go into any one of them and take pretty much for granted that the management has made every reasonable provision for a good night's sleep. You take it so much for granted that you give little thought to the hundred and one other things that the hotel provides for your comfort. That's a story in itself.

Seventh largest in the country, the hotel industry employs many workers, because it requires the type of work that can never become highly mechanized. The personal, human element is the basis of successful hotel operation, and, while machinery can accomplish remarkable things, it can't be friendly. Accordingly, the hotel industry offers unusual opportunities to students of commercial education, for nearly every department in the larger hotel today requires services for which commercial education provides the skills.

The first hotel in this country was established three centuries ago. It remained for the Puritans in Massachusetts to recognize the need for licensing by the community fathers, and Samuel Cole was granted the first license, in 1634, in Boston. His establishment was called a tavern; and it was a comfortable place. Mr. Cole himself was an upright citizen and a figure in civic life.

What today might be called a bit of fortuitous publicity, however, was the thing

that elevated the Cole establishment to a position of unusual eminence: a young English nobleman came to Boston and took lodging at Mr. Cole's tavern. Shortly afterward, Governor Winthrop heard of it, and feeling that a visitor of such noble birth should scarcely be quartered in a public place, sent him a warm invitation to stay at the Governor's home. The young noble replied courteously and thanked the Governor, but declared that he couldn't possibly be more comfortable than at the tavern and, if it was all the same to him, he'd continue to stay there.

HOTELS, at first, were simply places at which travelers were lodged overnight. The residential hotel, the club hotel, and other special types were unknown then, and the extra services provided by the modern hotel were yet to come. In the early days, the owner was usually the manager (that situation hasn't changed particularly in many smaller hotels throughout the country), and his wife did the cooking and the general housework.

Today, the hotel is under the direct supervision of the manager. He may have one or more assistant managers. The head of the housekeeping department, usually a woman, has charge of the rooms and the maid service. The superintendent of service supervises the bellboys, doormen, porters, and elevator men.

The steward is responsible for the purchase of all food and dining-room equipment, such as dishes and linen—he works closely with the chef, whose territory is the kitchen.

The maitre d'hotel is in general charge of all dining rooms; in the larger hotels, he has as his immediate assistant the banquet man-

Mr. Newcomb is Editorial Director, The Blanchard Press, New York City. He has written many interesting feature articles for the B.E.W., and has been assigned to find out what goes on "Behind the Scenes with Business" in this series, which will continue throughout the year.

ager—in smaller ones, both positions are held by the same individual.

Banquets, of course, are important to hotels. The banquet manager offers many inducements in a phase of the business that is highly competitive. Particularly in the larger cities, weekly luncheons and monthly dinners of social-business groups form a desirable type of business for the hotel.

The chief engineer supervises the work of a staff of engineers, firemen, upholsterers, plumbers, painters, and electricians.

The chief auditor is head of the bookkeeping department, responsible for all operating costs and records.

The promotion manager seeks new business—particularly conventions and other large meetings. His work often takes him to other cities where he interviews prospective patrons. In the larger hotels, some of his work is taken over by the publicity director, who establishes and maintains contacts with newspapers and magazines.

The advertising manager creates and places advertising in the proper media, or works closely with the advertising agency selected by the hotel management to handle its account.

The credit manager, whose duties occasionally are absorbed by the manager himself or one of his assistants, passes upon the credit of patrons and acts as the contact man between the hotel and the guests in financial matters.

The modern hotel has come a long way since the time of Samuel Cole. It has approached scientifically the problem of making people feel as comfortable and contented as they would be at home. Sleeping comfort, of course, is the principal consideration. Scientific sleep studies have been conducted to determine the factors that make sleep most pleasant.

Since room lighting is also important, the electric lights are tested before being put into use, bulbs being dated before the experiment begins.

THESE things the guest naturally accepts. It is the little extras that please him most because they surprise him most. In recent years the room door has been fitted with a chamber to accommodate cloth-

ing, so that the valet service may pick up clothing to be cleaned or pressed and return it without disturbing the guest. Many hotels have equipped their rooms with radios. Circulating ice water in each room is now fairly common in the better hotels, and air conditioning is slowly becoming an added feature.

Good magazines are furnished in many hotels as part of the room's accessories, while some hotels drop the morning paper outside the guest's door with the compliments of the management. In a few hotels, the management actually supplies the guest's own hometown newspaper.

Yet that accommodation, in the minds of suburban residents marooned overnight in large cities, is outclassed by the service rendered by some hotels in supplying so-called overnight kits, which contain pajamas, comb and brush, toothbrush, and paste. Home, as a waggish columnist not long ago reported, was never like this.

In recent years, hotels have developed libraries for the use of guests. Teachers, students, writers, and others find the hotel library useful. These libraries are usually operated by the hotel management and are rarely, if ever, profitable. They merely help to round out the picture and to provide for the guest one more service.

One of the more delightful features of the larger modern hotels is the swimming pool. Many today have their own gymnasias, completely equipped for the use of guests. The swimming pools in metropolitan centers are large enough so that national swimming meets are often held in them; customarily, they are given over to guests who want a stimulating plunge in the early morning, a refresher before they go to bed, or a leisurely half hour or so during the heat of the day.

Most hotels in this country are independently operated, but the chain hotel has become well established. The size of the chain is determined by the number of rooms; the largest chain in the country (and in the world) is the Knott Hotels Corporation, which operates many hotels in the East, particularly in New York City. The American Hotels, the United, the Statler, and the National Hotels Management are other chains

well known in the United States and Canada.

The hotel chain does not call the day done when the guest pays his bill and departs. It suggests to him that, if he is traveling to other cities where the chain is represented, a reservation can be made for him.

The credit card is also essentially a courtesy of the chain. It permits a guest with good financial standing to carry a card, presentation of which entitles him to cash checks without further identification at all branches of the chain, and to pay his hotel charges monthly if he so desires.

THE very large cities have a peculiar hotel problem, for in these communities the residential or community hotel has grown up.

In New York, particularly, residential hotels are more numerous than transient hotels. In the former, guests take hotel apartments for periods of a year or more at a time, and in some hotels full housekeeping service is provided—that is, the apartment has a fully equipped kitchen.

While business offices are rare in hotels, some businesses—magazine publishers, for example—find the quiet, dignified atmosphere of a hotel in harmony with their work. More often, however, organizations will reserve several rooms from year to year. Thus, at any time the companies may lodge special guests, buyers, and other business associates in quarters specifically set apart for them.

The point most often made by the chain-hotel management in acquiring new hotels for operation is that its directorial services are grouped in one unit for all its hotels and that it can therefore afford the best in the business. Collective buying is likewise an inducement and chain advertising helps to link members into a quality group.

That the hotel industry is a complex one is indicated by the fact that Cornell University offers a four-year course in Hotel Management. The course was inaugurated eleven years ago by the American Hotels Association, with twenty students and a three-man faculty. Now it has enrolled 180 students, with 25 on the faculty. Approximately 50 per cent of the subjects deal with hotel management; the other 50 per cent lead to the

bachelor of science degree, which the school awards to graduates in Hotel Management.

It is significant, in connection with the Cornell course, that in the leanest years of the depression its graduates had no difficulty in obtaining positions. Following the commencement in both 1932 and 1933, all the graduates in the hotel course were employed within a week.

Cornell is not the only school offering a course in hotel management. The well-known Lewis Training School in Washington offers a resident as well as a correspondence course. The Cornell school was materially aided a few years ago as a result of a substantial bequest by E. M. Statler, the chain-hotel operator.

The clerical department in the modern hotel is large. It includes a few stenographers and typists—these are usually confined to the managerial departments, bookkeepers and filing clerks. In nearly every modern hotel there is a public stenographer. Secretarial workers, functioning under department heads, frequently gain so much understanding of the business that when promotion time comes along they are elevated to more important positions.

The hotel, of course, never closes. It must operate smoothly twenty-four hours of the day. Not because of legislation, but through custom, the hotel work is divided into three shifts of eight hours each. In larger cities where universities and business schools are located, students anxious to supplement their incomes find work with hotel staffs at night.

No enumeration of hotel functions would be complete without mention of the house detective. In earlier times he was frequently a squat, ill-mannered fellow with a derby hat and a cigar, pilloried in fiction until the type must by now be familiar to all. Actually, the hotel detective today is expected to protect the hotel against petty thievery, to quell any disturbance, and to handle disorder as quietly and as quickly as possible.

Those who go into the hotel business, the records clearly reveal, seem to stay in it. It must be because the business requires contact with people, so many of them and so different. That must be where the pleasure comes in.

THE BUSINESS LETTER CONTEST

L. E. Frailey

Cash prizes and prestige for students and teachers who best solve this interesting letter problem! Why not urge your students to train for business by learning better letter-writing?

TWO letters set the stage for the second of the series of problems dealing with the business affairs of the Colonial Manufacturing Company. One is the letter that you are going to answer—from salesman Curley Howard, who says the folks in his territory don't like him, but he doesn't know why. The other is from one of "the folks," who gives Sales Manager Rand the reason for Curley's failure.

Letters from discouraged salesmen are not uncommon in the lives of their leaders. The experiences of the man in the field are enough to try the nerves of anyone. He is away from home, eating restaurant cooking, sleeping in strange beds, battling for orders in all kinds of weather. Besides, he is naturally sensitive and high-strung or he would not be a good salesman. Mentally, he can be on the peak of the mountain one day, and deep in the valley the next.

The capable leader knows all these things are true. Usually, he himself has come up from the sales force. He realizes the tremendous pressure under which the average salesman works; he accepts temporary spells of discouragement as inevitable, and he doesn't take them too seriously.

On the other hand, he also knows that it is his responsibility to get the most out of the manpower in his charge. He is constantly striving to pass along suggestions that will make better salesmen out of his men, and he does not hesitate to point out any faults that are handicapping them.

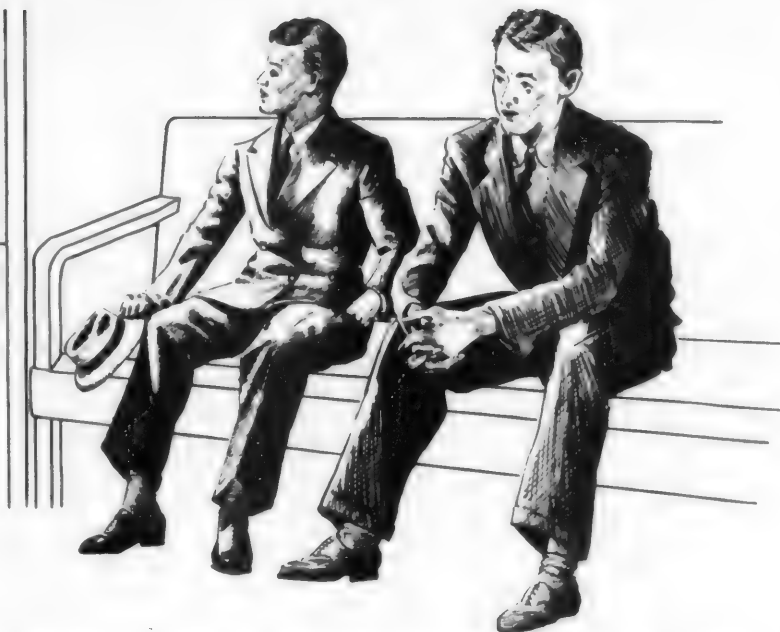
But here Billy Rand has a situation a bit more out of the ordinary. He knows what the trouble is with salesman Curley Howard—dealer Jacob Bergen has explained that. Curley is careless about his appearance. He

doesn't seem to realize that a salesman is the walking advertisement of the company he serves, that human beings are suspicious of a man who isn't particular about himself. Shoddy man—shoddy company! That's bound to be the reaction to a representative who is unshaven, whose shirt is soiled, shoes not polished, clothes not pressed.

Oh, yes, Billy Rand can help Curley Howard, and maybe it won't be necessary to take his resignation. But telling a man—especially a high-spirited southerner—that he is too unkempt—that's a job requiring extreme diplomacy. It's human nature to resent that kind of criticism—even when it is true. Just what shall Billy Rand say that will make this fellow appreciate his handicap—that will make him more particular about his appearance—and at the same time not hurt his feelings?

THIS problem brings back to me an interview I once had with a young man who wanted to work for my company. I remember him vividly as he approached my desk one morning in July. He was tall, well built, but how he looked! Honestly, my first thought was that he had just been changing a tire. His hair was a rat's nest, his face streaked with soot, and his clothes were wrinkled and mused.

Imagine my surprise to find that this young man had graduated the month before from one of the famous Eastern colleges, that he was a member of a wealthy St. Louis family, that his work had been brilliant in both high school and college. But most of all I was amazed to discover that his appearance was not the result of any catastrophe on the way to my office. He had driven over direct from



WHETHER OR NOT THE ABILITY OF THESE TWO YOUNG EMPLOYMENT SEEKERS IS EQUAL, ONE OF THEM HASN'T A CHANCE FOR THE JOB

his home to our office. He just didn't care about his personal appearance.

Well, naturally my reaction to that young man was the same as that of the dealers to Curley Howard. In spite of his fine record, I couldn't be interested in buying a young man who thought so little about making himself presentable. But I wouldn't tell him, of course—a man has no right to talk about those personal things to a stranger.

Finally, as he was about to leave, the young man broke down.

"Mr. Frailey," he asked, "what *is* the matter with me anyway? I had a good college record. I am not lazy. I know I can hold my own with other young fellows in business, but everywhere I go the answer is always the same. I am told politely that there is no vacancy. But why? I know that college men are being hired every day. I know that you hire them for this company. But you turned me down. Will you tell me the reason?"

As nearly as I can remember, those were the exact words. He had me on the spot, didn't he? Could I take a chance of offending him? Did I have the right to tell him the truth?

Well, anyway, I did. And he listened without a whimper. I told him that my company was not looking for dudes or fashion plates, but that we did want our employees to be neat and presentable—that we felt our products were partly judged by the appearance of the men and women who made them.

"In fact, my young friend," I concluded, "you'll never get the job you want until you clean up."

I watched closely to see if he would get angry. Instead, he thanked me quietly and left the office. The next morning, he came back to see me—but hardly the same man. From head to toes, he was immaculate—his face was ruddy and clean.

"Mr. Frailey," he said, "I didn't come back to ask for that job again. I only wanted you to see that I took to heart what you told me—and all my life I will be grateful."

ALL right, that was just an interesting story of an actual experience, very similar to the one you are facing in this letter problem. You are going to tell Curley Howard the truth—but how can you
(Continued on page 119)

LETTER PROBLEM No. 11

Billy Rand, vice president in charge of sales for the Colonial Manufacturing Company, is about to handle a difficult problem in sales management. For some time, he has been sitting in his office, reviewing the facts. Finally, he reads again two letters.

Dear Mr. Rand:

It goes against the grain of a Texan to admit he is licked, but after one year in this territory, I see no chance ever to get the business that you have the right to expect. Frankly, I am all washed up and it isn't fair to the company, or to myself, to stick things out any longer. So this is my resignation, to take effect whenever you can find a new man.

I hope you won't think I have loafed on the job, but my conscience is clear in that respect. What's wrong, I don't know, but, to tell the truth, these folks in Massachusetts don't seem to give me a tumble. Why they don't like me, I can't figure out. But anyway, I have worked hard and failed. So give me my walking papers, and I'll still be your friend.

CURLEY HOWARD

Dear Mr. Rand:

I appreciate your confidence in my judgment, and will give you my frank opinion regarding Mr. Howard and the reason why he is not producing in our state. As one of your oldest dealers, I have continued to buy from Mr. Howard, but had he represented any other company, I believe I should have gone elsewhere with my business.

The trouble, as I see it, is that Mr. Howard has a total disregard for his personal appearance. The last time he called at my store, he had not shaved for several days, his hair was uncombed, and his shirt was positively dirty. From the appearance of his suit, you would have thought he had been sleeping in it. Certainly he does not reflect the quality of your house.

Now please don't repeat these remarks to Mr. Howard—at least not as coming from me. There are a lot of good things about him and if you could get him to correct this one fault, he would probably become a successful salesman.

JACOB BERGEN, President
Bergen Jewelry Company

The problem, then, is quite clear. Curley Howard has one kink that needs straightening, but the job has to be done with considerable tact. Imagine that you are in Billy Rand's shoes, ready to dictate a letter to Curley. Just what will you say?

(Continued from page 117)

do it so that he will accept your criticism, just as did that young fellow who couldn't get a job and didn't know the reason?

There is nothing unreal or unusual in this problem. It is one that any sales manager has to solve now and then. So put on your thinking caps and write the letter—Billy Rand to Curley Howard.

Next month, I'll give you the result of the first problem—and a brand new one just as practical and just as interesting as the two with which we have started.

Most of you know all about the rules of the contest—and the prizes. But for the benefit of "those who came late" I will repeat them. High school students, college students, teachers—all have an equal opportunity to win prizes and prestige.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor. THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. Your letter must reach that destination on or before October 29.

One copy is to be on plain white paper, unsigned, but marked "Teacher," "College Student," or "High School Student."

The other copy should carry your full name, complete address, name of school, and the notation "Student" or "Teacher" in the upper right-hand corner. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Only the unsigned copies of the letters will be judged; in that way, your entry is guaranteed an unbiased decision.

PRIZES: Teachers—first prize, \$10; second prize, \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each.

Honorable Mention—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

Tiffin Sets New Record

• INFORMATION COMES to us that the Tiffin Business University, of Tiffin, Ohio, graduated this year the largest number in the history of the school. Students from forty-seven different colleges and universities were enrolled during the year.

Reserve Christmas Week for Cleveland Meeting

• THE NATIONAL COMMERCIAL TEACHERS FEDERATION membership campaign has moved into an early momentum, which gives promise of attaining the Federation objective of two thousand members for 1936-37.

President A. F. Tull promises an unusually attractive program arrangement in the Cleveland Hotel, Cleveland, December 28-31. Speakers and other special attractions already scheduled will do much to add impetus to the campaign for members. Details will be announced next month.

Commercial teachers have come to appreciate the Federation as a progressive and constructive organization of national scope, making a marked contribution in raising the standards of business training.

J. Murray Hill, secretary, is in charge of the membership campaign, assisted by numerous district supervisors.

Membership costs \$2; included in membership privileges are an annual convention program of exceptional merit, a yearbook, itself well worth the entire fee and replete with instructional teaching helps, and a year's subscription to *Federation Notes*, the official journal of the association.

The *Federation Yearbook* has made a distinct impression on commercial teachers and numerous organizations. It is interesting and significant to note that the 1936 yearbook has been very much oversold. The secretary's office daily and reluctantly is forced to refuse requests for additional copies. Miss Eleanor Skimin, Northern High School, Detroit, is the editor.

Mr. Hill will accept memberships mailed direct to him but suggests cooperation with district supervisors. His address is Bowling Green Business University, Bowling Green, Kentucky.

Hotel Cleveland, headquarters for the Federation meeting in December, offers excellent facilities for convention purposes. It is desirable to make reservations early to satisfy individual requirements.—G. E. McClellan, Cincinnati, Chairman N.C.T.F. National Publicity Committee.

Teachers' Shorthand Medal Test

Florence Elaine Ulrich

THERE has been an increasing demand from teachers, who recognize the professional value of having the *Gregg Writer* Gold Medal for shorthand writing, that we give the examination oftener than once a year, so that teachers who do not qualify the first time may begin immediately to correct their faults of structure and style and have another opportunity to earn the Gold Medal.

In the April, 1936, issue of the B. E. W., we announced that, inasmuch as the aim of this writing test was to give teachers the benefit of expert criticisms and advice in their writing and at the same time reward satisfactory teaching skill, we would be willing to conform to the demand if a sufficient number voted for it. There wasn't one dissenting vote!

We are, therefore, presenting three Medal Tests this year. The first one is given with this announcement; the second one, in January; and the third one, in March.

Again we urge those of you who did not qualify for the Gold Medal on previous tests to set yourself the serious task of improving your writing skill. Remember, it will be one of the most satisfactory ways of improving your teaching. You will be better able to demonstrate to your students how shorthand should be written at a given speed or illustrate the formation of an outline if your own notes are superior.

The penmanship drills in the *Gregg Writer* will help methodize your work. The penmanship studies in other textbooks will be helpful. But you must *practice* shorthand writing for the improvement of your own writing technique and skill at least a few minutes each day—on the blackboard, preferably, and also on paper. Take one character or combination at a time and work on it until you have perfected it.

An expert shorthand writer, Winifred Kenna Richmond, whose beautiful shorthand you read in the *Gregg Writer* each month, is said to have written hundreds of pages of the

one little outline, *as*, until she could turn the circle absolutely perfectly *every time*!

That is the way shorthand technique, penmanship technique, or any skill is mastered. Practice with zest and vigor—improve your writing speed and style. Demonstrate that it is easy to write 150 words a minute with practice. You expect your students to do so!

"I wish that I had had just five minutes of such training under my teacher when I was studying shorthand," one teacher observed when taking a penmanship lesson this summer. "It would have been so much easier to show my students how it is done."

Exactly. It is because you wish to be able to show your students how shorthand is written that you are setting yourself the task of winning the Gold Medal as proof that you can. It is already a recognized testimonial of a teacher's professional writing skill, and we predict that it will soon be recognized for what it really should be—an *absolute requirement of the shorthand teacher*!

Gold Medal Award

The Gold Medal in lavalier style (as shown here), or with a watch charm attachment, is awarded on every specimen of notes that attains the required standard of writing style. To qualify, a specimen must reflect a smooth, firm, and light writing line with a reasonable degree of continuity in moving from one outline to the next. Writing that is not smooth will have wobbly strokes, dulled and angular joinings, and improper formation of characters. If the specimen is not written with a fluent, continuous motion, it frequently shows blobs or wide, thick strokes at the end of outlines.

The pen should be gradually lifted from the paper as the character is being completed, and moved directly to the spot where the writing of the next word is to begin.

Notes practically perfect in formation are required; and under no circumstances can a



O. G. A. MEDAL
LAVALLIERE STYLE

medal be awarded on a specimen that reflects basic or elementary faults of writing, such as failure to keep *l* and *r* up at the end, to join *we are* and *we will* correctly, etc.

Any basic fault of writing can be corrected. Merely knowing *how* to make an outline often enables one to write it correctly. Study of individual characters is suggested.

Silver Medal Award

The Silver Medal, in lavalliere style or with watch-charm attachment, is awarded on specimens that show a good degree of executional skill but have not the high percentage of accurate outlines required in Gold Medal specimens. The specimen, however, must be fluently written, and free of basic faults of writing.

Proficiency Certificate Award

The Proficiency Certificate is awarded to every shorthand teacher whose specimen reflects understanding of how the shorthand should be written and a reasonable degree of fluency in writing it. The certificates are issued with both Gold Seals and Red Seals, depending on merit. O. G. A. Membership Certificates will be issued to all teachers who do not already hold this certificate and whose notes qualify. All other specimens will be returned with criticisms and suggestions for improvement in writing style.

Certificate Awards

1. Teachers who previously received the O. G. A. Membership Certificate should so state on their papers, and write "Applying for the Proficiency Certificate or Medals" on the top of the test.

2. Teachers to whom the Proficiency Certificate has previously been issued should so state on their papers, and write on the top of their specimens "Entered for Medals only."

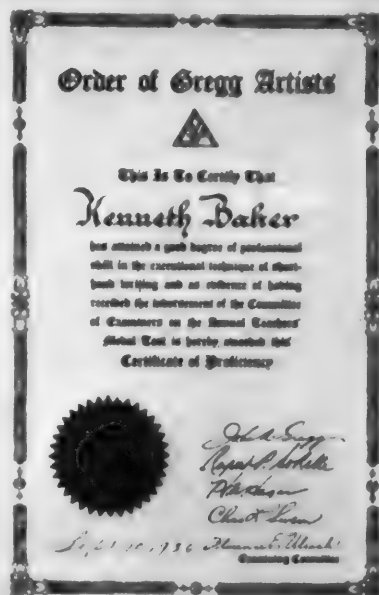
3. Teachers who have previously qualified for the Silver Medal should so state on their specimens, and enter their specimens "For Gold Medal only."

The tests received will be divided into the respective classes and considered accordingly. If a specimen received for "Proficiency Certificate or Medal award," from a teacher who has not previously entered his writing for one of the awards, qualifies for one of the medals, both certificate and medal will be awarded. In this event the certificate will be issued "With Honor."

In addition, the following suggestions for the preparation of the test will be helpful, whether the specimen submitted is a photograph of a blackboard copy or written with pen. (Pencil notes are not acceptable.) Since most teachers do better work on the blackboard, owing to the fact that most of their classroom writing is done on the board, we urge that teachers send a photograph of their blackboard specimens if possible, together with a pen-written specimen.

Suggestions for Preparing the Test

1. The blackboard should be properly located with regard to lighting effects in order to secure a good photograph. Wash the board so that it is clean and



THE CERTIFICATE OF PROFICIENCY

black on which to write the final copy. Keep the point of the chalk sharpened, so that the writing line is of the same thickness throughout the copy. The photograph should be large enough to permit of proper analysis of your writing, and suitable for reproduction purposes should it be required.

2. If pen is used it may be either fountain pen or dip pen. Any good quality of ink, preferably black, will do. Do not use drawing ink. The paper should be of good grade. It should be the standard penmanship size sheet, $8\frac{1}{2}$ by 11. Write the notes in a column three inches wide; there is no restriction regarding length. Most writers do better work on paper having writing lines and we suggest, therefore, that *ruled* paper be used.

3. Write on the top of the sheet (preferably on the typewriter) your name, address, including city and state, and the school at which you are teaching; head it "Teachers' Medal Test," and state whether or not you have an O. G. A. Membership Certificate or any other award won in a previous Medal Test. Practice the copy as often as desired, or until the best specimen you are able to write is produced, before submitting your test. The closing date is November 30, 1936.

The standing committee of judges who will pass upon the specimens consists of John Robert Gregg, Rupert P. SoRelle, Hubert A. Hagar, Guy S. Fry, Charles Lee Swem, and Florence Elaine Ulrich.

This Is the Teachers' Medal Test Copy

What we try persistently to express we tend to achieve even though it may not seem likely or even possible. If we always try to express the ideal, the thing we would like to come true in our lives, whether it be robust health, a noble character, or a superb career, if we visualize it as vividly as possible and try with all our might to realize it, it is much more likely to come to us than if we do not.

It is only when desire crystallizes into resolve that it is effective. It is desire coupled with the vigorous determination to realize it that produce creative power. It is the yearning, the longing and striving together that produce results. But a desire, a longing without endeavor, a yearning abandoned or held indifferently, will vanish without realization. —"Training for Efficiency," by O. S. Marden.

WIN A CASH PRIZE
\$50 — \$25 — \$10

See Page iv

New Guidance Bulletins

• FINDLAY COLLEGE, Findlay, Ohio, announces the preparation of two bulletins in their educational series.

The first, "How to Choose a Vocation," by Donald W. Magoon, deals with this all-important question in a practical and helpful way. The other is an eight-page pamphlet containing a brief description of 48 leading occupations, together with additional vocational information. For convenience, these occupations have been classified under two headings—(a) occupations for those interested in English; (b) occupations for those interested in mathematics.

Requests for these bulletins should be addressed to Findlay College.

\$7 Book Free to Gregg Teachers

THE GREGG WRITER is proud of the many beautiful volumes it has presented to teachers who support the magazine with substantial subscription orders representing 90 per cent or more of the students in their shorthand classes. But the premium this year is more beautiful and useful than any we have previously given, and it is an entirely *new* shorthand book. If you were to buy it, it would cost you \$7. Written by that eminent shorthand writer, Charles Lee Swem, it was nearly six years in the making. It *must* be in the professional library of every shorthand teacher.

To try to describe this book would spoil the surprise you will experience when you receive your copy, but here is the comment of R. J. McCutcheon, teacher and reporter of Pueblo, Colorado:

"I think it is a book every progressive shorthand writer should have, whether he intends to take up reporting or not. It contains short cuts which, if mastered, will greatly increase the average speed of any writer. I have already found the answers to a number of questions in regard to briefer forms for outlines that have bothered me in convention reporting."

**SEND YOUR SUBSCRIPTION CLUB
NOW AND RECEIVE THIS SUPERB
BOOK ABSOLUTELY FREE**

(A club must consist of full-year subscriptions from 90 per cent of your shorthand students, with a minimum of ten subscriptions.)

A DICTATOR REBELS

Irene Wakeham

THOROUGHLY tired of repeating the Dear-Sir-I-am-in-receipt-of-your-letter-and-in-reply-wish-to-say formula hour after hour to classes that were equally weary of hearing it, I rebelled. Planning the lesson for the next day, which included work on the *o*-hook, I was struck by the possibilities of frivolous rimes in the words. The idea appealed to me as likely to be popular with high-school-age students, and presently evolutions like the following appeared:

Some folks always have to be shown
What they ought to have known all alone.
Once they saw all too close
A low pole-kitty's nose . . .
Their friends talk to them over the phone.

Says the frog on the log
To the frog in the bog,
"You hog, you are poaching my roaches."
But the frog on the log
Soon falls into the bog
As a low spotted Scottie approaches.

The next day in class, while dictating, I slipped smoothly, without announcement, into the jingles and was rewarded with startled attention, then grins, then "Let's have some more like that!"

The things have student appeal. And it is no longer argued that pleasure in learning—a mind-set anticipating satisfaction—is not a real factor in speeding up progress. With dullness gone from the classroom, with attention centered on the dictation, with real concentration, how much more rapidly did they "catch on" to new principles!

Outside the factor of interest, such drills are sound from the standpoint of high-frequency repetition of the same principle.

Miss Wakeham teaches English, French, and shorthand at Mount Vernon Academy, Mount Vernon, Ohio, and is pursuing graduate courses during the summers at Northwestern University. She has to her credit excellent experience as a secretary and is able to practice as well as preach. Of her students last year, all except one (who was physically handicapped) reached a shorthand speed of 140.

Whether brief forms or some new letter or stroke, the one thing is repeated at very frequent intervals, affording the necessary endless repetition.

Another advantage I discovered in classroom experiments was that the jingles provide practice at individual rates of speed. In my class of fourteen there are naturally wide variations, and it is impossible to dictate at a speed suitable for all.

To my surprise I found that the second time over a limerick the rapid writers remembered the words well enough to finish well before I came to the end—allowing me to go slower for those having difficulty. Such material as this is unconsciously memorized with one or at most two repetitions, and without definite effort.

A few further attempts showed the difficulties inherent in parts of the system. It is not always possible to combine a high degree of cleverness in idea with the very limited vocabularies; but certainly a richer spiciness is attainable than is found in the standard dictation material. For instance, even at the end of Chapter I in the Manual the following may be given:

A kid with a head of red hair
Is a kid to be treated with care;
When you mimic a lad
You may make him mad:
Of this you can all be aware.

Unit 8, on the method of expressing *r*, gave me the vocabulary for these:

A jelly jar
Not very far
From anyone who neared it
Soon came to harm,
And a little arm
From ear to ear has smeared it.

She murmured with many a tear
In the ear of the man sitting near.
The man should have been sturred,
But her plea was not heard
By the very hard-hearted cashier.

[Next month, *A Brief-Form Poem*]

The Counting House

James A. McFadzen, Editor

J. C. Smeltzer, commercial department head of the Oakland Senior High School, explains his method of introducing the work sheet

FOR many years, I have made it a practice, when teaching, to present the work sheet after the complete cycle of elementary bookkeeping has been covered.

Invariably, during the presentation of the work sheet some student brought up the question as to just why we were preparing a work sheet to provide ourselves with information that we had already worked out in a much more attractive form in the trial balance, the balance sheet, and the statement of profit and loss.

My explanation, that the work sheet was a bookkeeper's form and was not intended to be used in making reports to the proprietorship, sometimes fell a little short of being convincing enough to win over the students completely.

It occurred to me that it might be much more logical to present first that portion of the work sheet that dealt with assets and liabilities, and then teach that the balance sheet was a copy of this portion of the work sheet, but set up in a more detailed, attractive form for the use of interested persons. The same explanation applies to the incomes and expenses, and also to the proprietorship.

Students often came to the desk with the query, "Would you mind looking over this balance sheet and telling me whether or not it is correct, so that I may go on with my profit-and-loss statement?" or "Is my profit-and-loss statement correct?" Then, of course, must follow the explanation of the proof of proprietorship. The application of the rule that the trial balance proprietorship plus the

PARTIAL WORK SHEET

Title of Account	Trial Balance		Adjustments		Income Costs or Losses	State Income or Gains	Balance Sheet	
	Dr.	Cr.	Dr.	Cr.				
Cash							\$1,200	
Notes Receivable							700	
Accounts Receivable							1,700	
Merchandise Inventory	\$4,000		(\$3,000)		*\$4,000		3,000	
Real Estate							5,000	
Furniture and Fixtures							500	
Notes Payable								\$1,000
Accounts Payable								1,600
Student, Capital								9,000
**								
*Purchases	(\$1,500)			(\$3,000)	*1,500	*\$3,000		
*Sales		(\$4,000)				*4,000		
*Rent					*200			
*Salaries					*500			
*General Expense					*300			
Net Gain					*500			500
					\$7,000	\$7,000	\$12,100	\$12,100

** When filling in the form for the first time, leave five spaces for the income-and-expense accounts, so that we can put these items in later.

net profit for the fiscal period (or minus net loss as the case may be) must equal the proprietorship as shown in the new balance sheet is at first somewhat complicated for most students.

Many times, students copy the proprietorship from the trial balance into the new balance sheet and then wonder why they cannot make total assets equal total liabilities plus proprietorship.

Let me illustrate my plan in graphic form: Suppose we are using the balance-sheet approach. After the usual preliminaries, we proceed to rule a complete work-sheet form, although the first step of the exercise will not complete the form. Then, we list only the assets, liabilities, and proprietorship.

Now in order to make a statement of proprietorship, it is only necessary to *copy* that which we have already *worked out* on the work sheet.

It is necessary, of course, to explain to beginning students that "Net Gain" in the work sheet is really a part of the "Capital"—that net gain is simply the net increase of assets over liabilities.

Let us return once more to the work sheet and enter those items (starred on the Partial Work Sheet) that will show the reason for the increase of \$500 in the proprietorship at the end of the fiscal period, as compared with that of the beginning.

These items, which will show the reason for the increase in the proprietorship, are the starred items in the Partial Work Sheet shown, and are listed in the income statement columns of the work sheet. These items are entered on the work sheet only after the proprietorship report has been copied. The numbers in parentheses are trial-balance and adjustment figures that also must be used in making out the income statement.

Again, in order to make a report for the proprietorship or the administration, it is only necessary to *copy* what we have already

The editor of this department will be glad to receive your ideas on the teaching of bookkeeping. Please address them to James A. McFadzen, Head, Commercial Department, High School, Lindsay, California.

worked out on the work sheet before us.

These figures, which show the reason for the change in proprietorship, can be used and arranged on the Income Statement in the appropriate divisions of that statement. At this point, the Income Statement should be thoroughly explained and illustrated to the student.

There are several gaps here and there that will have to be filled in by the instructor. The trial balance and adjustments will be taken care of in due time as they appear logically in the work. Much of the fear and uncertainty can be taken out of the work if students see that, after all, "simon pure" bookkeeping is nothing more nor less than copying—from the original voucher to the book of original entry, to the ledger, to the work sheet, to the reports (trial balance, balance sheet, and profit-and-loss statement), adjusting, closing, and post-closing journal entries, all resulting in a closed ledger that *balances*, shows the same balances as the balance sheet, and is proved by a post-closing balance.

The idea is to carry the student from the work sheet (where, true to its name, all the facts have been "worked out"—the only place where any "working out" of the problem in hand has to be done) to the reports that are made as such. The students do not get the impression that they are working the same problem over and over; and no "selling" of the work-sheet idea will be necessary at any time in the course—they will accept the work sheet as an absolutely necessary part of accounting procedure, which it most certainly is.—J. C. Smeltzer, Head of Commercial Department, Senior High School, Oakland, California.

• GEORGE A. WARFIELD, Dean of the School of Commerce of the University of Denver for the past 23 years, has resigned and will be succeeded by Clem W. Collins, assistant dean. Although relieved of the active direction of the School, Dr. Warfield will continue as a member of the executive committee and professor of economics.

Clem Collins, the new dean, is a certified public accountant, and former manager of revenue of the city of Denver.

CASE PROBLEM-POINT TEST

On the Formation of Contracts

Prepared by H. A. Andruss

*Director, Department of Commerce, State Teachers College,
Bloomsburg, Pennsylvania*

DIRECTIONS: Read the facts of each case carefully. Check in one of the (✓) to answer the questions. After selecting the best reason from among the four given, write a letter in the () as shown in the example. Do not write in the score space.

FACTS: When 17 years of age, Lee goes to Yale College. Gregory says, "Lee, I'll rent you this room for the year for \$10 a month." Lee moves in but moves to other quarters after four months. Gregory, unable to rent the room for the remaining five months, sues Lee for the rent of the room for that period of time.

			Score
Example: Who is the plaintiff in this action?	Lee () Gregory (✓)	(1)	
Since he (a) is damaged; (b) is a minor; (c) brings the action; (d) is being sued	(c)	(4)	
1. Who made the offer?	Lee () Gregory ()	() 1	
Because he (a) indicated a definite price for the room; (b) refused to pay; (c) moved into the room; (d) moved out of the room	()	() 4	
2. Who accepted the offer?	Lee () Gregory ()	() 1	
By (a) paying four months' rent; (b) losing five months' rent; (c) moving into the room; (d) moving out of the room	()	() 4	
3. Is Lee a minor?	Yes () No ()	() 1	
Since (a) he is away from home; (b) he looks to be an adult; (c) he is in college; (d) he is less than 21 years old	()	() 4	
4. Did Lee contract for necessities?	Yes () No ()	() 1	
Since (a) food is the only absolute necessity to sustain life; (b) lodging or shelter is necessary to a college student; (c) his parents furnished lodging at home; (d) Gregory should have contracted with Lee's parents	()	() 4	
5. Can Gregory collect room rent for the last five months of the school year?	Yes () No ()	() 1	
Because he (a) should have rented the room; (b) can collect only for the amount of the necessities furnished to a minor; (c) can collect from Lee's parents; (d) should have begun his suit before the end of the school year	()	() 4	
			Student's Total Score ()
			Total Possible Score 25

KEY TO CASE PROBLEM-POINT TEST

Questions	Answers	Reasons
1.....	Gregory	a
2.....	Lee	c
3.....	Yes	d
4.....	Yes	b
5.....	No	b

PROBLEMS IN DUPLICATION

J. Wesley Knorr and Bernice C. Turner

The second article of a series designed to help teachers attain better results in training pupils to use duplicating equipment

ONE of the most important steps in the duplicating process is the stencil. If attention is given to the development of a "power" stroke, an improvement in copy quality should be apparent. By using the drills given in the September B. E. W., and by concentrating on further development of a good firm touch, much can be accomplished toward copy perfection.

However, there is more to preparing a stencil properly than just typing it. Some seeming incidental matters, which are really important, will be given consideration this month.

Because of the cost of stencils, the teacher should make a practice of handling the distribution of stencils, instead of allowing typists to use as many as they need to get a good stencil. Besides being a costly experiment in school, lack of restraint in school develops habits that would prove disastrous in an office, where everything must be right the first time. No typist should be allowed to engage in this type of advanced work until he is ready to do creditable work.

In typing a letter, the annotation is used to show who typed and dictated the letter. This distinguishing feature is a good practice in more ways than one, as it places responsibility for the work and identifies the department from which the letter was sent. Likewise, in the case of a stencil, it is excellent procedure to have the typist place an annotation at the top of the backing sheet fastened to the stencil, before starting to type the stencil. This annotation serves the same purpose as in the case of the letter, for the typist thereby acknowledges responsibility for a good or poor piece of work.

The space at the top of the backing sheet may contain other valuable information, as the leading stencil manufacturers realize.

Latest makes of stencils provide space for such items as date, number of copies needed, kind of paper, time wanted, and whether or not the stencil is to be saved. This data is helpful to the machine operator, who in many cases is someone other than the typist.

The stencil should be so marked that the operator knows the size of the paper to be used, as well as its weight and color. For example:

Job No. 38-B-4 Date 10/16

Number of copies 375

Kind of paper 8½ x 11-Gr-16

Slip-sheet? Yes—Save

Time Wanted 10/17

MKY:JWK

8½x11-Gr-16 would mean a standard-sized sheet, 8½" x 11", color of the sheet green, and weight of the paper 16 pounds.

Whether or not the stencil is to be saved is worthy of noting. If further copies are not needed, considerable time can be saved by not bothering to dry it properly, but if the stencil is to be used later, careful attention should be given to this procedure. Methods for the proper cleaning and preservation of stencils will be discussed in a later issue.

Another item of information that will be needed by the operator is whether or not the copies are to be slip-sheeted. To prevent an offset on the back of the paper, slip-sheeting is sometimes necessary, especially if the material contains rulings.

AFTER the type has been thoroughly brushed, the next important thing is to see that the ribbon is shifted out of printing position. Recently a service man was called on a complaint that the duplicating machine was "out of order" and would not produce good copies. Upon investigation he found the machine in good working order. Next he looked at the sten-

• Miss Turner is a teacher, an experienced business woman, and an author. One of her books, on secretarial training, is now in its fourth printing.

• Mr. KNORR has been doing professional duplicating for the past ten years. He is also a successful teacher in the Bloomsburg (Pennsylvania) High School.

cil and found it was but half cut, meaning that it had been cut through the ribbon. Ten stencils had been cut in this way—and by an experienced typist!

“

“In our issue for June appeared the first installment of quotations under the heading given above. As our readers seemed to like the sample, this department will continue until some reader wrinkles up his nose at it. So popular was this department, indeed, that our big brother, the BUSINESS EDUCATION WORLD, asked us if it might borrow that big, handsome pair of quotation marks for its own uses. Therefore, don't think you're “seeing things” when you open the pages of the BUSINESS EDUCATION WORLD to find this same heading with a whole new set of quotations under it.”—*The Gregg News Letter, September, 1936.*

Thank you, Brother *News Letter*. We read so many good things each month in your pages that it will be most difficult for us to keep from filling this department with *News Letter* quotations.

HAVE you a “pet” method? Then you'll understand how the other fellow succeeds with a method infinitely inferior to yours:¹

Seldom does a method, however faulty, prevent a child from learning something!

And right along this line, Dr. Albert E. Wiggam in his column, “Let's Explore Your Mind,” answers the question, “If we could find it, is there always *one best way* of doing everything?”

The “one best way” is a matter of some controversy, as shown by Dr. Richard S. Uhrbrock, a recognized leader in industrial psychology, in a recent address. He said: “The best way of yesterday may be relatively poor practice tomorrow. . . . The best way for the extreme right-hander may not be the best way for the extreme left-hander. The fastest movement may not be the best from the standpoint of fatigue.” It is evident that the best may be the worst under different circumstances.

¹Wheeler and Perkins, *Principles of Mental Development*, Thomas Y. Crowell Co., 1932, New York, p. 456.

Of course, there is no excuse for such work, and typists must be trained to check each paragraph as typed, in order to catch typing errors before the stencil is taken from the machine, and to observe if the letters are cutting clearly.

The type must be carefully cleaned every 15 or 20 lines to insure clear-cut letters, as the stencil substance must have somewhere to go, and the type face is usually on the receiving end. Please remember that the copies can be no clearer than the stencil.

”

Method is but part of the picture. We must consider the teacher, the pupils, the textbook, and the subject taught. Says Dr. George W. Hartmann:²

The major analytical error which one is likely to commit is the silent assumption that the merits of any teaching method are independent of the caliber of the persons using it. So far is this from being true that there is strong reason for believing that a “poor” method (i.e., one inferior on psychological and statistical grounds) in the hands of a “good” instructor is a better teaching risk than a demonstrated “good” method employed by a “poor” instructor. Failure to appreciate the significance of this nice organic adaptation of the workman to his tool has resulted in much futile criticism of the lecture procedure on the college level.

²Gestalt Psychology, The Ronald Press Co., 1935, New York, p. 268.

A TWO-DOLLAR BARGAIN

Your professional library is not complete without the bound volumes of the *Business Education World*. Vol. XVI (1935-1936) is now ready. \$2 net postpaid.

WORDS THAT NEED WATCHING

Maurice H. Weseen

Errors in English are amusing when someone else makes them. Your students will profit by the errors explained in this article, the third of a series by an authority on grammar

WHEN is a compliment not a compliment? When good intentions go astray and the poor choice of words turns a bouquet into a cabbage. A would-be music critic informs the public that Miss Blank deserves congratulations on her rending of popular songs. The critic deserves no commendations for misusing *rend*, which means to tear, break, or lacerate, in the place of *render*, which means to deliver, transmit, or perform. Such a render of words should not render judgment until he has rendered homage to the dictionary.

It would be interesting, though doubtless depressing, to know how many times daily the transitive verbs *accept* and *except* are confused. *Accept* means to receive with favor, as to accept a gift. *Except* means to omit or exclude; as, "If you will except the last clause, I will accept the contract."

The nouns *access* and *excess* are frequently confused. *Access* means approach or admission, or the means by which these are attained. We have access to many books in the library. A certain reporter is said to have access to the President. *Access* is not in good use in the sense of an outburst or a paroxysm, despite which fact we hear occasionally of an access of rage. *Excess* means immoderateness, intemperance, superfluity, as one eats, drinks, or smokes to excess. *Excess* also means the extent to which one thing exceeds another, as the cost is usually in excess of the estimate.

IT is no wonder that the words *accessary* and *accessory* are confused. They not only look alike and sound alike, but they also overlap in meaning. Both have been used as nouns and both have been used

as adjectives. Both have been used to name a person who aids another in a crime. Some writers use *accessary* to imply a greater degree of complicity and guilt than *accessory*. But the phrases "accessory before the fact" and "accessory after the fact" are common in legal usage. In general usage, an accessory is any person who acts as a subordinate or any thing that adds to the effectiveness of something else but is not essential. That which is accessory is supplementary, subsidiary, subservient, contributory. Sometimes it is merely attached to or accompanying something else. Etymologists may favor *accessary* as noun and *accessory* as adjective but general usage does not make this distinction and the tendency is to use *accessory* in all cases.

We often hear that a speech was not adopted to an audience or to an occasion. *Adopt* is a transitive verb meaning to accept and approve. One might feel inclined to adopt the view of a speaker or the conclusion reached by a writer. People who adopt a child sometimes find out that he will not adopt their ways. *Adapt* is a transitive verb, meaning to make suitable, to adjust properly. The good speaker adapts his speech to the audience and to the occasion. The good secretary adapts a filing system to the special needs of the business. *Adept* is an adjective meaning proficient or skilled, and a noun meaning a person who has these qualities. Mr. Blank is an adept in management; he adopts sensible methods and adapts them to his needs. He is adept both in adoption and adaptation.

Those who meet the adjective *anomalous* for the first time are inclined to confuse it with the more familiar *anonymous*. An

anomalous situation is an unusual, exceptional, irregular, or abnormal one. An anonymous composition is one of unknown and unavowed authorship. It is anomalous that so good a writer should wish to remain anonymous.

WORDS that have similar appearance may have exactly opposite meanings. Thus *advert* means literally to turn to. It is commonly used in the sense of refer, as a speaker adverts to the subject of taxes, a writer adverts to the World War. *Avert*, on the other hand, means literally to turn from. It is commonly used in the sense of prevent, as people try to avert disaster, accident, pain, and disagreeable consequences.

When used correctly, *avenge* and *revenge* are almost opposite in meaning. To *avenge* is to exact satisfaction by punishing a wrongdoer. To *avenge* is to punish in behalf of another, usually the innocent, weak, and oppressed. It is always an act of justice, never of resentful or malicious retaliation for personal injuries. "God avenges the oppressed." "The judge avenged the wrong done to the helpless child." *Avenge* is always a verb. *Revenge* is a noun and a verb. As a verb it means to retaliate or vindicate. It usually implies the malignant inflicting of injury as a means of personal satisfaction. "He revenged himself for the insult." "He took revenge on the neighbor who had ridiculed him."

Personal Notes

• **LLOYD H. JACOBS**, for the past twelve years head of the department of business education of Morristown (New Jersey) High School, has been appointed head of the commercial department of State Teachers College, Trenton. He succeeds Charles D. Clarkson, who has retired after many years of meritorious service.

Mr. Jacobs supervised many extra-curricular activities at Morristown; he coached football, was faculty business manager of the weekly school paper, supervisor of the student finance board, head of the placement bureau, and adviser of clubs and classes.

He holds degrees from Boston University's College of Business Administration and from Harvard University, has done graduate work at Rutgers and Columbia, and has taught summer-session courses at Boston University.

Mr. Jacobs is active in the Eastern Commercial Teachers Association and is president of the High School Commercial Teachers' Association of New Jersey.

• **THE WALTON SCHOOL OF COMMERCE** has enlarged its quarters at 332 South Michigan Boulevard, Chicago. The address remains the same. On August 25, new classrooms and offices were dedicated, with clubrooms for men and for girls.

President Charles H. Langer celebrated the twenty-sixth anniversary of this school's steady progress by awarding forty-four partial scholarships at the dedication ceremonies.

• **FROM GREEN BAY**, that thriving Great Lakes port in Wisconsin, comes news that Badger-Green Bay Business College has moved into a new fire-proof building, thus maintaining its reputation for progress.

President S. P. Randall is secretary and treasurer of the Wisconsin Business Schools Association, whose members are influential in raising business-school standards.

Wisconsin educators can be proud of the advance of this institution, which was established sixty-eight years ago as Green Bay Business College, and merged, in 1934, with Badger Commercial College.

• **MRS. C. ESTELLE PHILLIPS** received the degree of Doctor of Philosophy from George Washington University in June. Her thesis subject was "The Determination of the Effect on Speed and Accuracy of Certain Difficulty Factors in Typewriting Copy."

Dr. Phillips has accepted an appointment to teach typewriting and shorthand methods in the College of Education, University of Maryland, this fall.

• **MAJOR IKE HARRISON**, formerly a teacher at the Texas Military Institute, at Terrell, has joined the faculty of Sam Houston State Teachers College, at Huntsville, Texas. He began his new work, teaching typewriting and junior business training, in September.

YOUR STUDENT CLUBS

Robert H. Scott

Have you had a student club dropped in your lap? How to conduct the first meeting of a new club is the subject of this article, the second of a series by an authority on student-club organization¹

A CLUB will materialize spontaneously once its need is recognized—that is, when a group realizes that division of labor and exchange of ideas will supply information and develop skill that cannot be gained by individual effort.

Experience has shown that all club ideas will not necessarily culminate in a successful organization; therefore, it is well to lay the plans carefully for organizing a new club. A plan as to the club personnel, its organization setup, and its ultimate aim (with its immediate objectives) should be thoroughly understood at the outset.

At all times the objectives, the ideas, and the method should originate, or seem to originate, with the student members themselves. A wise sponsor will conduct himself as if he were one of the most enthusiastic club members. As he approaches the ideal as a club member, so will he approach the ideal as a sponsor. Being more sophisticated and mature, such a sponsor is well qualified to fill in the breach and assist the club members when they lack the ability or knowledge to solve their problems for themselves.

The organization of the club itself consists principally of three steps. These will be discussed in the order in which they occur.

After it has been found advisable to form a club for any specific purpose, those interested in its formation should consult, either in caucus or individually, and agree upon the time and place of holding the organizing session, how the notice of the first meeting shall be given, and who shall call the meeting to order and nominate the chairman.

They should agree upon who shall be nominated for chairman, who for secretary, and who shall explain the purpose of the

assembly, making sure those chosen consent to take the positions assigned them. Of course, these officers are temporary and will serve only for the first meeting. At the second meeting, permanent officers will be elected; standing committees appointed, and the club constitution and by-laws adopted.

Fortunately, premature or unworthy clubs will usually dwindle out at the preliminary caucus. Also, the enthusiasm and coöperation in evidence when working out the first plans is usually an excellent indication of what the future success of the new club might be.

By all means, select a capable person to explain the purpose of the organization, and be sure the majority will be in sympathy with the club's objectives.

THOSE interested in the new club may meet upon private notice or public call. When the time arrives and the meeting has assembled, no business is begun until a few minutes after the hour named. This interval is called *grace* and is always allowed, through custom, as a courtesy to those unavoidably detained.

At the proper time the person most interested in the undertaking will rise, take a position at the front of the room, and say: "This meeting will please come to order"; then, when all are seated and conversation is suspended, "I move that (let us say, Billy Given) act as chairman of this meeting." The first person (say, Paul McCormick) presides while a vote is taken.

Assuming that Billy Given has been elected, he will immediately take the chair. The first business he will place before the gathering is the selection of a secretary, which is effected in the same manner as the choice of chairman.

¹ Mr. Scott is a member of the faculty of the Dunbar (West Virginia) High School.

The chairman then directs the secretary to read the call—the notice inviting attendance. The opportunity has now arrived for the persons who were instrumental in calling the meeting to explain its purpose. They should be careful to make their explanation short and interesting.

Usually a resolution has been prepared at the preliminary caucus providing for the organization of the club. Perhaps it has been agreed that Alma Stewart will present it. She rises and, after being recognized by the chairman, who pronounces her name, says, "I move that the following resolution be adopted." Alma Stewart reads the resolution, which is probably similar to this:

Whereas, It is our desire as members of the commercial classes of Dunbar High School to prepare ourselves for the highest type of positions in the business world; and

Whereas, It is our desire to help one another in receiving a placement in these positions; and

Whereas, It is our desire to broaden our general knowledge of useful business practice; therefore, be it

RESOLVED First, that we, as members of the commercial classes, organize a club for the purpose of attaining these objectives.

RESOLVED, Second, that a committee of three be appointed to draw up the constitution and by-laws for this club, to be reported at an adjourned meeting.

When she has finished reading, she hands the written resolution to the chair and takes her seat. As she moves the adoption of the resolution in the beginning, some one else says, "I second the motion."

After a motion or resolution has been moved and seconded, the chair must always restate it. He says, "It has been moved and seconded that the resolution that has been read be adopted." He may ask for the resolution to be read again, or this reading may be omitted.

He then announces, "The question is on the adoption of the resolution. Are you ready for the question?" This invites discussion. The resolution is then discussed pro and con. It may be amended, and subsidiary motions may be applied.

When the discussion is finished and the chair considers that everyone has had a fair opportunity to state his views, he again asks, "Are you ready for the question?" If no

one wishes to speak or if someone calls "Question!" the chair calls for an aye and no vote. "All those in favor of adopting the resolution will say *aye*." As soon as the ayes have voted, the chair says, "All those that are opposed will say *no* . . . The ayes have it, and the resolution is adopted." If requested and if the resolution is divided into paragraphs, the resolution may be taken up paragraph by paragraph.

IF the assembly feels that a club is going to be organized, and if the foregoing resolution is not presented immediately after the election of temporary officers, a committee may be appointed to draft a constitution and set of by-laws. Some member rises and says, "I move that a committee of three be appointed to draft a constitution and the by-laws for this club, the committee to state the club's purpose and to make a report at an adjourned meeting for consideration by the assembly."

Whether this motion is made or not, the next business by the chair will be the appointment of this committee. If not otherwise provided, the first person named on the committee becomes chairman, although the committee may elect one of its own members.

The presiding officer then asks, "Is there any other business to be brought before the meeting?" Informal discussion may follow, including suggestions for provisions in the constitution. The chairman of the committee may ask for suggestions, in order that the committee understand the will of the meeting. If there is danger of factions arising, however, it would be better to leave the constitution and by-laws entirely to the discretion of the committee and to avoid discussion until the draft is presented.

The chair must see that all necessary notices are read to the meeting, and when he is satisfied that there is no further business, or if the lateness of the hour makes it advisable to adjourn, he asks for a motion to adjourn.

It is well to adopt, early in the meeting, a motion establishing the time and place of the next meeting, because this motion is subject to amendment and may be debated, thus prolonging the meeting at the time

when the students are eager to leave. It is possible at any time to make the simple motion to adjourn; that motion cannot be debated or amended unless no provision has been made for another meeting. Such a motion may be used at any time to bring discussion to a close; consequently, it is well to arrange for the next meeting before the motion is made. Upon a majority vote in the affirmative, the chair states that the meeting is adjourned and announces the time and place of the next meeting.

[Next month: The Club's Second Meeting]

The Private Business School Budget

*Prepared by Dr. E. S. Hauck
Los Angeles Board of Education*

• HAVE WE data enough on school income and expenditures to make fairly dependable percentage figures on a school budget?

The suggested classification is tentative. It is planned for an institution of moderate size. Smaller or larger schools would have other ratios. Different localities would also modify the percentages.

BUDGET ITEMS	PERCENTAGE	BASED ON \$30,000 INCOME
Personnel		
Teachers	30	\$9,000
Secretary	5	1,500
Janitor	3	900
Manager	10	3,000
Others	2	600
Total Personnel	50	\$15,000
Housing		
Rent or value	10	\$3,000
Heat, light, water	2	600
Maintenance	2	600
Operation	1	300
Total Housing	15	\$4,500
Advertising and Publicity	10	3,000
Equipment and Supplies	5	1,500
Miscellaneous	5	1,500
Income on Investment and Operating Profits	15	4,500
TOTAL	100	\$30,000

Comment on the above budget by private school proprietors will be welcomed.

Rowe Succeeds Odell

• CLYDE E. ROWE has been appointed Associate in Commercial Education, Teachers College, Columbia University, succeeding Dr.



CLYDE E. ROWE

William R. Odell, who has accepted the position of Director of Secondary Instruction of the Oakland, California, Public Schools.

Mr. Rowe comes to Teachers College from the Schenley High School, Pittsburgh. He has been connected with the Pittsburgh schools for ten years. He was formerly Director of Commercial Education at Wilkesburg, Pennsylvania.

Mr. Rowe's connection with Columbia University began in 1924 as a graduate student. He has studied also at New York University, Harvard University, Temple University, University of Pittsburgh, Duquesne University, Indiana (Pennsylvania) Normal, and, for a summer term, at Cambridge University, England. He obtained his bachelor's and master's degrees from the University of Pittsburgh, and is completing his doctorate at Columbia.

It is Mr. Rowe's intention to continue the policies initiated by Dr. Odell, in cooperation with Mrs. Esta Ross Stuart, Associate in Commercial Education; Mrs. Kathleen Baird Manley; Don T. Deal; and John Foerster, instructors in commercial education.

THE LAMP OF EXPERIENCE

Harriet P. Banker, Editor

Patrick Henry said, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Through this department, teachers benefit from the experience of their colleagues

GREGG COLLEGE, Toronto, is, we believe, the first business school in North America, if not in the world, to institute actual business dictation by broadcast.

The idea was evolved by Mr. Ward, principal of the College, and took practical shape through the cooperation of the Bell Telephone Company of Canada. No small credit is due to Mr. Ward for the ingenuity and far-sightedness that enabled him to convert a modern invention—the Bell Telephone Public Address System—to the solution of a problem that had long confronted teachers charged with the responsibility of training efficient stenographers.

A powerful amplifier and loud-speaker was installed in the senior dictation classroom and adapted so that it could be switched on to the school telephone lines at any time. Toronto business men, when the idea was presented to them, recognized the mutual advantage of such an arrangement and promptly offered their services.

At appointed hours during the school week, somewhere in the city of Toronto, a business executive lifts the receiver from his telephone, dials a number, and begins to dictate. His secretary takes down what he is saying (usually routine letters, though occasionally there may be specially prepared articles); simultaneously, the members of the senior class of Gregg College are taking down the dictator's words—amplified through the loudspeaker.

THE definite asset this device is to the school and to the student is immediately obvious. The average junior stenographer takes dictation at most from two or three teachers during his course of study. He becomes familiar with the teacher's style

of dictating and with the regularity of speed. As a result, he is inadequately prepared to meet actual conditions in the business office, where he may be called upon to take dictation from any number of persons.

The fact that they are taking down, from dictation, actual business letters and not "book-letters" is not only an incentive to the students to enlarge their general vocabularies, but it also demonstrates the value and necessity of acquiring a reasonable familiarity with technical terms.

The success of the project has been definitely established. Prospective employers, who formerly insisted upon actual experience now accept without question graduates who have had the benefit of this special training.—As described by Nadine B. Paterson, J. Jevons, and Ellen Stevenson, of Toronto, Ontario.

How I Use The "Unit Plan"

• THE UNIT plan makes it possible to teach effectively from the pupil-interest point of view. An example of this is found in the unit on property insurance, in junior business training. The mathematics for this unit can be made real by having the students, after learning for themselves what the local rate of insurance is, work out problems based on local figures and situations rather than using textbook problems exclusively. I have found insurance agents ready to cooperate by supplying information and figures.

The students also like to work out the different kinds of insurance on the family automobile. Practice in English is provided in the writing up of the information and in making reports on their library reading. All written work is done in ink and only the best penmanship is acceptable.

Insurance policies held by various members of their families provide an interesting subject of study. The information acquired by the students, as a result of this study, has frequently surprised even those who hold the policies.

When the prescribed work on each unit is completed, I give the students a test. All the work on the unit is fastened together, with the test at the back, and turned in for grading. One grade is given on the unit and one on the test.

There are almost unlimited opportunities for breadth and richness in unit content; yet the units may be planned so that little change is necessary from year to year.—*Mrs. R. E. Dolan, High School, Taylor, Texas.*

Instruments for Tracing

- This is how we solved the problem of having always available a suitable instrument for outline-tracing practice in shorthand.

From a local mill we obtained a number of three- and four-foot lengths of dowel of two different thicknesses, one approximately as thick as an ordinary pencil and the other about the thickness of a fountain pen.

These lengths of dowel were then cut into six-inch pieces and one end of each piece sharpened in a pencil-sharpener, smoothed with sand paper, and stained. The result: a supply of blank writing instruments of two thicknesses to suit individual preferences.

Next, I covered a tin can with colored paper. This can stands on my desk and the dummy pencils are kept in it. Each pupil, as he comes into class, takes a dummy; on his way out, he replaces it.

Another device that I have found particularly helpful was adapted from the contrivance used by the music instructor for drawing five-line groups on the blackboard. Since

After several years of successful teaching experience, Miss Banker joined the administrative staff of the Gregg Publishing Company. In addition to her administrative duties, she edits this department and directs the company's teachers' course in Gregg Shorthand, guiding a large but invisible class along the path that leads to a mastery of the winged art. Hobbies: books and theatre.

the spacing of the five-line groups brought the lines too near together, I fitted the chalk into the two outside and the middle holders only. This enables me to make three lines at a time, spaced according to my blackboard style. It takes but a minute to rule the blackboard before each class. Vertical lines may also be drawn to give a "notebook-page" effect, if desired.—*Edward L. Kremers, Modesto (California) Junior College.*

How I Check Beginning Reading

- MATERIAL assigned for reading outside shorthand class need not be read in class if a test is given over part of the material assigned. For a number of years I have used the following method of checking and have found it convenient and effective.

First, I ask the students to number the lines down the left-hand side of a piece of notebook paper from 1 to 28. When this is finished, I ask them to turn to the page to be read and in following the directions to consider each line across the page, not each sentence. For example, I may ask them to count down to line seven, or to line four.

When they have found the line specified, I ask them to transcribe, in the first space on the notebook paper, the fourth character. In a few seconds I tell them what the answer is. Then, I ask them to look at the next line and transcribe the fourth character, writing the answer in the second space. I help them with the first three lines, after which they follow directions for the next twenty-five lines.

The student must read the line in order to transcribe the character correctly. Since only one word or phrase is written on each line on the notebook sheet, the results are easily checked by the teacher or by members of the class.

The first time the test is used, I give the instructions carefully and explicitly. Each time the test is used, the students find it easier to follow the directions and less time is consumed. I do not use the same characters for all tests; instead, on one test I may use the fourth; on another, the third; another, the fifth, and so on.—*Bernice M. Pepper, North Platte (Nebraska) High School.*

MODERNIZING BUSINESS EDUCATION

Albert Holland

Mr. Holland, of the faculty of Amsterdam (New York) General Technical School, describes briefly an interesting teaching plan

OURS is a general industrial school in which the work is organized to give practical training. Our days are divided into "shops" of three hours, with about three hours of related work.

In addition to wood and metal working, cooking, textile, power machine, electric, art, and photography shops, we offer the commercial shop, a three-hour period in which the students do a variety of work which includes typing, the building of window displays, correspondence, selling, and English.

Students' aptitudes are considered. A person of low coordination in typing is not forced to continue learning it; rather, he is given opportunities to do work that lies within his natural abilities.

The display illustrated was made by boys who may well be successful in retail store work, although their lack of interest in

typing would not favor their getting or wanting secretarial jobs.

This is our way of solving the problems of students who derive much benefit from practical training, and of employers who want persons familiar with the simple duties and processes of retail stores, rather than persons with secretarial training the employers do not require or can obtain in a higher degree from other employees.

Our aim in the commercial-shop training is to acquaint the students with some fundamental issues in any business—billing and invoicing, stock lists and inventories, arrangement of goods and display materials, a foretaste of what employers will demand and what purchasers will expect, and a sense of the proportion of things in retail establishments. Filing, typing, and machine operation are considered tools rather than ends.



A DISPLAY IN THE AMSTERDAM GENERAL TECHNICAL SCHOOL, MADE BY STUDENTS DURING A COMMERCIAL SHOP PERIOD UNDER THE SUPERVISION OF MISS ESTELLE BIENICK

OUR BUSINESS LIFE

By LLOYD L. JONES

Philosophy

This book was written as a textbook for the generation which is now on the threshold of direct contacts with the business world either as users of business goods and services or as business workers. The book is an introduction to business and business practices. This first course in business makes everyday information about business a fascinating study of current living. The contents are so practical and so much needed that their study makes the boys better providers for the home and girls better managers of the home. The course reinforces the training of the individual at a vital point and gives the future citizen a background of knowledge that enables him to proceed more intelligently in all types of business transactions.

Student Activity

A course in introductory business based on OUR BUSINESS LIFE intrigues students because, from the first day, there are things to do—activities that involve business or the business activities of the community. The projects at the end of the chapter present living problems based on the student's environment. These projects provide for optional surveys and visits to business and industrial concerns that are most advisable where arrangements can be made.

Teacher Activity

A full and detailed teacher's plan book and objective tests supplement the teacher activities in a most gratifying manner. In this plan book will be found complete guidance in teaching the course. The learning program presented in this book generates a tremendous amount of enthusiasm on the part of students and a surprising amount of constructive work is eagerly done by them.

Results

The student of OUR BUSINESS LIFE gains a valuable knowledge of the business of his country, practical ability in transacting his own business, and invaluable guidance in deciding whether or not the world of business appeals to him as a career. In addition, he obtains a constructive foundation for further study of business, and in gaining this information there is a by-product of a certain amount of skill in business or clerical practice.

LIST PRICES

Our Business Life, Complete.....	\$1.50	Everyday Problems in Our Business	
Our Business Life, Part I.....	1.00	Life, Complete	\$.80
Our Business Life, Part II.....	1.00	Parts I and II, each.....	.48

*Teachers of junior business training are invited
to send to our nearest office for a sample copy.*

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TYPING MASTERY DRILLS

Harold J. Jones

LETTER O

DRILL 1—oa ob oc od oe of og oh oi oj ok ol om on
oo op oq or os ot ou ov ow ox oy oz

DRILL 2—oasis obey ocean odd oersted often ogle
ohm oil Ojibwa okra old omer once ooxe open oquassa
orate ostrich other out over owe ox oyster ozone

DRILL 3—oak arm oat, oar break obvious, ouch cut
occur, obtain deed odium, octave ere oer, oddly
figure offing, off germ ogre, osier hub oh, oath
iris oily, olive jagged Ojibwa, omen knew okapi,
oenolin lama olfactory, otor mown omit, ounce nod
one, only occasion oologize, owl pen operate, oftly
quit oquassa, odious roam order, oral stood oscil-
late, orb turf otology, orifice used our, organ
vail oven, optic waxed own, owner xinon oxen,
overture yet oyer, outline zebra ozonize

DRILL 4—opal 9 ope ill imp idle pop 9 pool lap
lit 9 lip loop lull lump pump pipe pintle pinto
9 pinner ictus illicit immerge impale orbit orator
opium opaque onion opossum orange oppose oriole

LETTER P

DRILL 1—pa pb pc pd pe pf pg ph pi pj pk pl pm
pn po pp pq pr ps pt pu pv pw px py pz

DRILL 2—park pb pc pd peel pfund pg phase pit pj
pk plan pm pneumonia pod pp pq pray psychic ptarmi-
gan puff pv pw px pyre pz

DRILL 3—pony after part, pelt beside pebble,
pansy camp pace, pen down peddle, path empty penny,
pan fall pfennig, palm good page, parade heart
phalange, par irk pink, party jar pajama, pitch
kill pike, peck love plug, peak my pennican, pint
night pin, permit ollie polo, pew pluto pepsin,
pity quiet pique, piston room prince, pill sweet
pistol, pile tears ptomaine, pilot user put, pith
vow pivot, paper will pawn, picnic xray pixy, plum
you pyrenoid, pinnacle zero pizzaro

DRILL 4—poi pot $\frac{1}{2}$ opal $\frac{1}{2}$ op. pope Oon; occult $\frac{1}{2}$
obsequy oblique $\frac{1}{2}$ -00- ; $\frac{1}{2}$; p-p poplin polyp $\frac{1}{2}$
;pop 19000; poltroon $\frac{1}{2}$ -00- prefix -p- prejudice

This series of remedial drills started in the October, 1935, issue.

SUPPLEMENTARY TEACHING MATERIALS

S. Joseph DeBrum

Sequoia High School, Redwood City, California

[EDITOR'S NOTE: Mr. DeBrum's listing of sources of supplementary teaching materials, found useful by many teachers during the past two years, will continue to appear frequently in the *BUSINESS EDUCATION WORLD*. All materials are free unless otherwise specified. Requests should be addressed directly to the individual sources given.]

Consumer Education

BOOT AND SHOE RECORDER PUBLISHING COMPANY, 239 West 39th Street, New York City.

"Shoe Knowledge." This booklet explains the five principal methods employed in the manufacture of footwear. By means of diagrams, the hidden parts of the shoes are visualized so that buyers can understand and distinguish the differences between the special manufacturing methods.

CONSUMERS UNION OF THE UNITED STATES, INC., Room 1435, 22 East 17th Street, New York City.

This new organization publishes monthly *Consumers Union Reports* in two editions, a full-service edition (\$3 a year) and a limited edition (\$1 a year), in which information concerning all types of consumer goods is given.

Commodities are rated according to quality and price, and information is given on labor conditions under which many commodities are manufactured. Although this Union has at present no free publications, it will gladly send sample copies of the *Reports* to teachers of consumer education.

CONSUMERS' RESEARCH, INC., Washington, New Jersey.

The following material is available without charge, but please send at least a three-cent stamp for postage, in making a request for free material.

- a. Prospectus describing nature and scope of Consumers' Research. 4 pp.
- b. "Has the Bureau (of Standards) Heard from Business?" 2 pp.
- c. "The Consumer—Shall He Have Rights in the Schools?" by F. J. Schlink, as prepared for *Progressive Education* of May, 1932. 6 pp.
- d. "Consider the Consumer," reprinted from the *Journal of Adult Education* of January, 1933. 2 pp.

- e. "The Consumer and the Farmer—Both Get Gypped," radio talk by F. J. Schlink.
- f. "Proposed Federal Food, Drug, and Cosmetic Act." 19 pp.
- g. "Proposed State Food, Drug, and Cosmetic Act." 18 pp.
- h. "Methods at Consumers' Research," reprinted from *Special Libraries* of December, 1934. 4 pp.
- i. "The Protection of the Consumer," six radio talks by members of the faculty of Western State Teachers College, Kalamazoo, Michigan. Subjects include: Present and Proposed Food and Drug Acts; Food Labels; Patent Medicines; Cosmetics; Textile Laws; and Arsenic Spray on Apples. 13 pp.
- j. "The American Consumer Rebels," reprinted from the *New Statesman and Nation* (London), February 2, 1935. 4 pp.
- k. "A Program for Consumers," a suggested course of action and study for groups of consumers. 1935. 7 pp.
- l. "A Proposed Act to Establish a Federal Department of the Consumer." 1935. 21 pp.

The following reprints may be obtained by sending stamps in the amounts indicated:

- a. "The Dentifrice Racket," from *New Republic*, January 15, 1930. 2 pp. 10 cents.
- b. "Testimonials, C.O.D., Wholesale, and F.O.B.," from *Outlook and Independent*, 1931. 4 pp. 10 cents.
- c. "Scot Tissue," from *American Medical Association Journal*, July 16, 1932. 2 pp. 10 cents.
- d. "Gyp Row—How It Fools the Public," buying a radio set, from *Radio Retailing*, July, 1933. 2 pp. 10 cents.
- e. "Antisepticonscious America," from the *American Mercury*, July, 1933. 2 pp. 10 cents.
- f. "The Mineral Crystals, Salts, etc. Racket," report by North Dakota Regulatory Department, 1934. 4 pp. 10 cents.
- g. "Consumers in Wonderland," a play illustrating the susceptibility of the consumer to advertising. 25 pp. 10 cents.
- h. Cosmetics: Formulae and Approximate Cost. (Special Bulletin, Oct., 1931.) 4 pp. 15 cents.

Consumers' Research issues to its subscribers an *Annual Handbook of Buying*, *Confidential Bulletins*, and *General Bulletins* (*General Bulletin* service, \$1; complete service, \$3). These publications give information on all kinds of commodities based on the findings "from authoritative and impartial opinions of governmental and private experts." Teachers of consumer education ask for sample copies.

ON THE LOOKOUT

Archibald Alan Bowle

Always on the alert for new office equipment and supplies, Mr. Bowle describes for you this month some very practical devices. He will be glad to give you further information on any of them

6 A central duplicating department is efficient, but you must wait your turn. The hectograph pan was once a solution for the problem of turning out copies in a hurry, but its capabilities were limited. Ditto, Incorporated, announces a new duplicator for teachers—the Ditto Film-o-graph, which copies clearly, quickly, and economically. It costs less than four dollars.

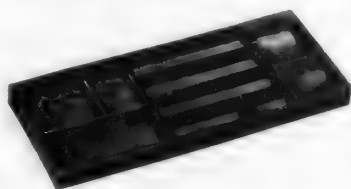
7 "Aggravation and necessity are the parents of this new invention," says the Randall Company about their Kurly Klips. And whatever may be your feeling about the spelling of the trade name, you'd be attracted to the clip as described by their inspired copy-writer. "Air-thin—spring-steel strong—no bulges—won't pick up other papers—holds a single tissue or a bunch a quarter inch thick." The clips are round, flat, and very neat.

8 The Ponten copy holder for typists stands high enough to make easy the insertion of paper into the typewriter, and is sturdy enough to hold a heavy book directly before the typist's eyes. The device weighs three pounds and costs less than three dollars. It is made by the Ponten Manufacturing Company.

9 Spiral binding has come to stay. Notebooks with spiral binding lie flat for the flying pens of stenographers and court reporters everywhere. Memorandum books, composition books, drawing books—all kinds of blank books—are available with spiral binding, and new styles are being added to the series frequently. One of the good things about these books is that you can tear out several sheets without danger of some sheets farther back dropping out unexpectedly. The

Gregg Publishing Company and the Western Tablet Company are pioneers in the spiral-bound blankbook field.

10 Pencils, rubber bands, clips, and those other office necessities have a way of tangling in a desk drawer unless they are definitely put in their places. That's just what the Asco Center Drawer Tray does for them.



It's made of furniture steel, has ten compartments of handy shapes and sizes, and the over-all size is 19 inches long, 7½ inches wide, and 1½ inches high.

11 A new steel cabinet, with four compartments for stationery and two for envelopes, attaches under the shelf of a typewriter stand and swings down out of the way when the shelf is lowered. That leaves the shelves of the stand clear for action. It is made by the Sherman-Manson Manufacturing Company.

October, 1936

A. A. Bowle,
270 Madison Avenue, New York, N. Y.

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YOUR PROFESSIONAL READING

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Have you been sailing the sea of professional reading without a chart? Let Dr. Graham's authoritative reviews guide you. She is constantly on the lookout for new books and magazine articles of value to you

IT is interesting to notice changes in the subjects treated in educational and popular books from year to year. Education necessarily lags behind the rest of the world in some phases of work. Procedures and materials that are being experimented upon in business and professional circles can't very well be put into textbooks except for brief mention.

For this reason, the reading of books about developments in technology, psychology, medicine, and similar subjects, written for the layman, is obligatory upon the teacher who wishes to know what is going on in the fields contributory to education.

In the second place, all books lag somewhat behind real life because of the time consumed in writing, printing, and distributing them. Current magazine articles partially bridge the gap between the materials found in books and actuality.

We must not forget, however, that books presenting educational principles and tried-and-true procedures form the best foundation for our work as teachers. We read these newer books and magazine articles in order not only to feel that we belong to today but to be ready for future developments.

When we are interested in a subject, publications bearing upon that subject make more impression upon us than do others. Just now there is a great deal of talk about personality development, charm, getting along with people, and the relation of the physical condition of the individual to other phases of living. Books about these subjects—often with such popular titles as "Streamline for Health," "Streamline Your Mind," and "Charm"—are now prominent on library shelves. A few of the books along these lines

—the *streamline* books later, however—are commented upon. Such comments are doubtless colored by the reviewer's present interest in helping young people to develop desirable personality and character traits.

Stimulating Books

THE LOST GENERATION, *A Portrait of American Youth Today*, by Maxine Davis, The Macmillan Company, 1936, 385 pp., \$2.50.

We like to believe that this portrait of American youth is a distorted one. We argue with ourselves that the young people with whom we come in contact day after day are not the bewildered, passive, cynical non-idealists pictured in this book. We feel that the author has presented extreme cases as typical of their generation.

However, we do not wish to close our eyes to reality. We do, moreover, meet the types described, even though they do not make up the majority of our acquaintanceship. As teachers, we are interested in all young people. We are, therefore, much depressed by the almost hopeless state of affairs depicted in the first parts of the book—"Trustees of Posterity" and "Mope—Hope—Grope."

The remainder of the book is much more encouraging. In separate chapters, opportunities in various lines of work are set forth. Agencies serving youth are entertainingly discussed. Finally, a note of hope is sounded in the suggestion that successful youth-aiding enterprises in various parts of the country be adapted to larger groups of young people.

This account of the "lost generation" does not purport to be a statistical study. It is a piece of reporting, illustrated by human anecdotes. In a few instances, definite figures gleaned from research investigations are given. Almost all the material presented, however, was gathered by the author at first hand for magazine and newspaper articles.

In addition to helping us comprehend more fully the problems our young people are facing, this book gives us a layman's views on education. We are especially pleased with the chapter entitled "The Little Red Schoolhouse" because of the emphasis

upon vocational training and the insistence that the cutting of school budgets is poor economy.

In short, this book is an account of the problems confronting the young people whom the author met during her travels, the agencies working to help them, and possible future measures. It leaves us with much sympathy for our young people and a resolve to do what we can to help them.

HOW TO USE PSYCHOLOGY IN BUSINESS, by Donald A. Laird, McGraw-Hill Book Company, Inc., 1936, 378 pp., \$4.

Here are some answers to our questions of "What to do about it?" in the way of training for getting along with people. To be sure, the book isn't intended for us at all. In the preface, Dr. Laird says to the average business man, "This is your book, written with the rumble of a small plant in mind; the tempo, language, interests, and problems of the average business man being kept in the foreground."

Nevertheless, teachers will feel that this is their book, bringing them definite materials to be used in courses dealing with "getting along with people."

Dr. Laird describes some interesting studies he has made. One investigation, for example, resulted in a list of qualities that make persons disliked. The account of the project is, indeed, thought-provoking. A list for self-rating is revealing, although it makes some of us quite uncomfortable. Four chapters cover, in one way or another, qualities that make people difficult to get along with.

Other chapters are concerned with such subjects as laziness, judgment, lie detection, fatigue, weather, muscular control, dress, noise, leadership, and others. In each chapter, Dr. Laird tells about the latest conclusions of psychologists covering the topic being discussed and clinches his points with entertaining anecdotes.

This is not meant as a psychology textbook, but as an account of the application of psychology to everyday affairs. In the preface, Dr. Laird mentions people who are "afraid of psychology." The prediction can safely be made that lay readers will not only lose their fear of psychology, but will gain sufficient familiarity with applied psychology to breed not contempt, but interest in a fascinating field.

THE PSYCHOLOGY OF DEALING WITH PEOPLE, by Wendell White, The Macmillan Company, New York, 1936, 256 pp., \$2.50.

Each book on "getting along with people" approaches the subject from an angle different from that used in other books treating of this increasingly popular study.

Dr. White, of the University of Minnesota, starts from the belief that man has certain fundamental wants—instincts, cravings, desires, motives, or needs—that constitute the prime movers of all his behavior. These wants are complex and variable. Success in dealing with people depends upon recognition of these basic wants and catering to them.

The author has confined this book to the want for a feeling of personal worth. He plans a series of books, each dealing with a specific want.

The suggestions given here are set forth with the idea of developing the art of persuading others by giving them feelings of personal worth.

The book is divided into four parts: Dealing with People in Life Situations in General; Preventing Wrongdoing; Preventing Peculiar Behavior; and Furthering Mental Health.

Many suggestions for dealing successfully with people, by giving them a feeling of personal worth, are made and discussed. In parts of the book, the illustrations are definite and specific and, therefore, easily grasped. In others, the discussions are general, with repeated use of the words "individual" and "person" making the reading more labored. The larger part of the material, however, is presented in an entertaining fashion that will appeal to general readers.

A series of self-testing exercises is given without any clue to satisfactory performance except, perhaps, a rereading of parts of the book.

ADULT EDUCATION IN ACTION, edited by Mary L. Ely, American Association for Adult Education, New York, 1936, 480 pp., \$2.25.

"It is a multitude of ideas, interests, and activities added to the bare outline of living that makes a complex and colorful civilization in which rich and many-sided personalities can be developed and thrive."

Thus does Charles A. Beard comment upon adult education in his foreword to this compilation of articles from the *Journal of Adult Education*. In the American democratic tradition, adults assemble in little groups all over the country to enlarge their knowledge, train their hands, find recreation, and discuss questions of social significance. To read this book is to become enthusiastic about this popular movement.

To the uninitiated, this collection of articles covering fourteen main topics is complete. The editor, however, is aware of gaps, the bridging of which is provided in a book-review section. These brief reviews indicate the part played by each book and offer an authoritative guide for further reading.

The articles in this collection have been grouped under ten headings covering need for adult education, forerunners of the movement, agencies, specialized programs, instruments, teachers, students, content, method, and educational service stations.

JOBS FOR THE PERPLEXED, by Flora E. Breck, Thomas Y. Crowell Company, New York, 1936, 155 pp., \$1.

All books about jobs are welcome these days. Each writer gives ideas gathered from his experiences. It is practically impossible, therefore, to have too many books about jobs, as each one contains suggestions not found in the others.

Because the writer's experiences have such an important bearing on a book, past or present institutional connections of the author, included on the title page or in the preface, add greatly to the interest with which the book is read. Unfortunately, there is no clue in this book as to the background of the material presented.

There are twenty-five short chapters, each divided into brief paragraphs appropriately headed.

Some sensible hints on job hunting are given. Sources of information as to available jobs are listed. Probably the most valuable service rendered by the author is the inclusion of descriptions of many unusual ways to make money. These little anecdotes of people who are making money in unique ways may turn some young people aside from overcrowded occupations into more original means of livelihood.

CHANGING PATTERNS IN OCCUPATIONS, a series of twenty-six pamphlets, The National Federation of Business and Professional Women's Clubs, Inc., 1819 Broadway, New York, New York, 1936 (paper covers), 6 to 15 pp. each. Fifteen cents a copy, complete \$2.50.

In this day of changing patterns in occupations, it is necessary to get information from current periodicals and pamphlets rather than from books, the data in which may be of little value to those training young people for future opportunities in business. Hence, a series of pamphlets such as these, which represent one of the outcomes of the 1935 national convention of the organization publishing them, appeals especially to the teacher of business subjects.

The teacher, however, must not expect too much from these pamphlets because of their "ambitious" titles. In some cases, there is little definite information about "changing patterns." However, the publishers of the pamphlets do not claim "the prestige of scientific research," but rather a reflection of the experience and point of view of practical women.

Possibly the best discussion of "changing patterns" is given under "general office positions." The work described is that of a court reporter which, in reality, deserves a classification by itself. This section of the pamphlet includes mention of changes in court reporting, new laws relating to court reporting, standards for training, manner of obtaining work, pay, and special requirements.

Many of the other pamphlets—finance, accounting and bookkeeping, credit management, cosmetology, public office, social work, etc.—are valuable in that they present a picture of conditions in occupations about which young people are not always informed and thus reduce overcrowding in others. Mention is made in several cases that mastery of shorthand and typewriting is a prerequisite to advancement in other lines.

The pamphlet on secretarial work is divided into two sections, executive secretarial work and private secretarial service.

These pamphlets should be added to the occupational library of every school engaged in vocational education for women. They represent the next best thing to sitting down and talking with a group of progressive women engaged in these occupations. We cannot hope to get definite "patterns" for the occupations for which we are training young people; but, bit by bit, we receive impressions that indicate to us the nature of the changes that are taking place.

THE SECRETARY'S BOOK, by S. J. Wanous (University of Arizona), The Ronald Press Company, New York, 1936, 334 pp., \$2.50.

This book is well named. It is a book for the secretary—a reference book. Professor Wanous' expressed aim is the writing of a "quick, complete, and reliable reference on the many problems encountered in all types of business correspondence." To this end, sixteen of the twenty-seven chapters are devoted to the mechanics of letter writing, the composition of business letters, minutes of meetings, manuscripts and reports, tabulating, capitalization, punctuation, hyphenation and syllabification, grammar, abbreviations, vocabulary, and similar topics. The treatment of each topic is necessarily brief. The examples used as illustrations apply to everyday situations and the hints given are practical.

Other chapters treat of stenographic efficiency; meeting office callers; using the telephone effectively; telegrams, cables, and radio messages; mailing and shipping; filing; helpful and time-saving hints; expressing numbers; business papers; everyday mathematics; preparation of accounting reports; and reference books.

There is a very complete index, although there are no bibliographical nor reference materials of any kind.

While Professor Wanous does not describe in detail the type of secretarial position he has in mind, we gather that this book is intended primarily to help the stenographer-secretary whose major duties comprise the transcription or composition of business letters.

The young person holding such a position will find here answers to questions that arise daily.

If this purported to be a textbook for use in secretarial training, we should point out that certain important topics are omitted—a list of secretarial duties, office organization, the relation the secretary's work bears to other activities, the secretary as an executive, personality development, business etiquette, employment procedures and employment tests, and standards and compensation for secretarial work. Such comment would not be fair, however, inasmuch as the avowed aim of providing a "quick, complete, and reliable reference" has been achieved.



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1936 Professional Typewriting Championship

Reported by A. A. Bowle

It is always thrilling to hear the machine-gun "rat-a-tat-tat" of the typewriter as the professional operators get into action for the coveted world championships. Their course of training is no less severe than that of the professional athletes—or the Olympic champions. They must be in "top-notch" physical condition to be able to pound a typewriter for a solid hour with strokes as even as the type in this magazine and with fewer typographical errors than you can find in your daily newspaper.

A far greater degree of precision is required of the expert typewriter operator for championship honors than is required of the athlete. A fast runner, for instance, in covering a course for the second time will not place his feet exactly the same as he did on the first circuit, but he can still be in front and win his race.

The typewriter operator, however, must strike each separate key exactly, and with the same force, each time he strikes it. He must perform each operation in the same way every time he does it, perhaps more than eight thousand times in the hour, if he hopes even to place with the champions. There can be no change of movement or position, for a deviation of even a fraction of an inch surely will result in errors. And every error chalks up a penalty of ten words against the contestant. Real experts must make more than forty thousand precise strokes to win a championship.

It is interesting, therefore, to report that this year we were privileged, on two occasions, to witness "mortal combat" in this realm of speed and sport, once in the United States and once in Canada. Chicago, Illinois, was the scene of the first contest, conducted on August 25 under the auspices of the International Commercial Schools Contests Committee at the Hotel Sherman, W. C. Maxwell, of Hinsdale, Illinois, officiating. For the second time, Albert Tangora won the professional event and the gold trophy,

writing for the hour at the remarkable rate of 135 net words a minute. This makes Tangora's sixth professional championship. Cortez W. Peters, negro contestant from Washington, D. C., was second with 133 net words a minute to his credit.

The amateur event was won by Norman Saksvig, who wrote for the half hour at the rate of 102 net words a minute.

One of the outstanding features of the conduct of this contest was the method of checking pages. As a contestant filled a page and threw it to the floor, it was picked up and relayed to the checkers who carried on their checking as the contest progressed. The results were posted on a bulletin board in full view of the audience as the minutes rolled by.

The contest in Canada was held in conjunction with the Canadian professional, amateur, school novice, and school "open" typewriting championships under the auspices of the Canadian National Exhibition, in the Coliseum, at Toronto, on September 2. George L. Hossfield was the winner of the world's professional event held here. He was awarded \$1,000 for his splendid performance of 131 net words a minute. Nine times Hossfield has won the professional championship. Second place went to Barney Stapert, who collected the \$500 offered, with a speed of 129 net words a minute, and Cortez W. Peters wrote 125 net words a minute, for third place.

Evidently, expert typists are like expert athletes. They find their skill is affected by the conditions existing at the time of the race. The heavy going of a wet track may be likened to the heavy going of difficult combinations or the inclusion of many unusual words. The possibilities of making records are governed by the conditions of the track, the direction of the wind, and the temperature, just as the typing records depend, sometimes, upon the ease of the matter and the ventilation of the room!

The competition this year was keener than ever and the fact that Mr. Tangora did not compete in the event in Canada and Mr. Hossfield did not compete in the Chicago contest did not militate against either of them doing his level best in the contest in which he did take part. These two are old rivals at the game, and when they meet they give no quarter. Each puts all his power, energy, and concentration on the job. Their styles of operation are somewhat different, but to watch either of them is an inspiration, and teachers can gain many pointers that will aid them in their teaching of the art from a close study of their technique. Congratulations to these wizards of the typewriter!

The Canadian Professional Typewriting Championship was won by a resident of Toronto, Ontario, Irma Wright, who reached 118 net words a minute, two words a minute faster than the record she made in the 1928 World's Amateur Typewriting Championship contest in Sacramento, California. Second and third places were also won by "home-town" girls—Ann L. Kreutzer, 107 net words a minute, and Lucy Harding, 102 net words a minute, for the half hour's writing. First and second place winners received \$500 and \$250, respectively.

Following is a copy of the official reports of the contests held in Chicago, Illinois, and Toronto, Ontario.

OFFICIAL 1936 WORLD'S GRAND CHAMPIONSHIP TYPEWRITING CONTEST

Held under the auspices of the International Commercial Schools Contest Program, August 25, Hotel Sherman, Chicago, Illinois.

Professional Group, one hour of writing; Amateur Group, one-half hour of writing. Unfamiliar copy.

Contestant	Gross Words	Errors	Net Words a Minute
Albert Tangora	8659	54	135
Cortez W. Peters	8339	38	133
Norman Saksvig*	7260	166	93

*Winner of Amateur Event—102 Words a Minute.

INTERNATIONAL TYPEWRITING CONTEST

Held under the auspices of the Canadian National Exhibition, September 2, Toronto, Canada.

World's Professional Group, one hour of writing; Canadian Professionals and Amateurs, thirty minutes of writing; School Novice and School "Open," fifteen minutes of writing. Unfamiliar copy.

WORLD'S PROFESSIONAL TYPEWRITING CHAMPIONSHIP.

Contestant	Gross Words	Errors	Net Words a Minute
George L. Hossfield	8137	26	131
Barney Stapert	8102	34	129
Cortez W. Peters	7771	27	125

CANADIAN PROFESSIONAL TYPEWRITING CHAMPIONSHIP.

Contestant	Gross Words	Errors	Net Words a Minute
Irma Wright	3698	17	118
Ann L. Kreutzer	3418	20	107
Lucy Harding	3194	13	102

CANADIAN AMATEUR TYPEWRITING CHAMPIONSHIP.

Contestant	Gross Words	Errors	Net Words a Minute
Gladys Mandley	3399	20	107
Shirley Grant	3027	11	97
Frances R. O'Donnell	3135	25	96

The official report of the results of the two school events was not available at the time of going to press. This report will appear in the November issue.

Tri-State Meets

• THE fall meeting of the Tri-State Commercial Education Association will be held October 9 and 10 in the Henry Clay Frick Training School, Pittsburgh. George R. Fisher, of the Langley High School, Pittsburgh, is president of the Association.

Plans are being completed by a committee under the chairmanship of Karl M. Maukert, principal of Duffs-Iron City College, for a gala evening of dancing, cards, and a general get-together, at the college, 424 Duquesne Way, Pittsburgh.

The general theme for the meetings will be "Business Education for All?"

The program of the Saturday morning sessions is an inducement to attend because of the choice of outstanding speakers for the following sectional meetings:

Vocational Guidance; Administration of Commercial Education; Salesmanship; Business Correspondence; General Business Education; Shorthand; Commercial Law; Economics; Business Arithmetic; Bookkeeping; Penmanship; Typewriting; Extra-Curricular Activities.

The Saturday afternoon session on typewriting will feature E. W. Harrison and the students of the John Hay High School, Cleveland, who won the first grand prize school trophy in the 1936 International Commercial Schools Contest held in Chicago. The shorthand division will be conducted by Katherine Bracher, head of the typewriting department of Gregg College, Chicago.

This convention always offers a splendid opportunity for the commercial teachers in the district to establish contacts and to renew friendships with others interested in commercial work and to obtain new ideas and methods for classroom work.

E. C. T. A. Plans for 1937

• WE have emerged from a great depression period and now stand on the threshold of a newer life, fraught with implications of deep significance. No period of our national life ever pulsed so violently, no era was ever confronted with such grave problems, touching every phase of individual as well as national existence. Our economic, social, and governmental viewpoints have been radically changed, and the process of metamorphosis is not yet over. The call for sound, intelligent leadership was never so insistent or urgent.

Readjustment is the order of the day, and in this process of readjustment every teacher in the land must be prepared to render effective service. Education, now as always, must concentrate its efforts upon the development not only of worthy leaders but also of properly equipped individuals, capable of initiating and making any required adjustments. It must blaze the trail in the readjustments involved, not lag behind them. The world needs leaders; there will always be followers.

As its contribution, the Eastern Commercial Teachers' Association is preparing a series of discussions on "Foundations of Vocational Testing in Business Education," to take place at the annual spring convention of the Association in Boston, March 24, 25, 26, and 27, 1937.

Outstanding personalities in business and leaders in commercial education will cooperate to bring to progressive teachers of commercial subjects their views as to what types and degrees of skill, what informational background, and what social understandings, characteristics, and practices business must now demand.

The officers of the Eastern Commercial Teachers' Association feel assured of your approval and generous support of the program they are arranging. They take this opportunity to extend to all persons interested in commercial education their greetings and best wishes for a school year rich in achievement.—Nathaniel Altholz, President, Eastern Commercial Teachers' Association, and Director of Commercial Education, New York City Public Schools.

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Business and the Sales Executive

(Outline of an Address by John A. Zellers, Vice President of Remington Rand, Inc., at the Annual Convention of the National Federation of Sales Executives in St. Louis on May 29, 1936.)

Mr. Chairman, esteemed colleagues, and guests:

It may now fairly be said that we have worked ourselves at least halfway out⁹⁰ of the depression. We still await a revival of the building industry, railway equipment will need to⁹⁰ be restored on a large scale, maintenance of their road bed and betterment of highways still call for large expenditures.⁹⁰ There is a call for the liberation of capital in new enterprise, and in the reconstruction of⁹⁰ plants now existing. Everywhere there is promise of increasing activity. The depression has taught us¹⁰⁰ how to improve our products, and how better to apply ourselves to our appointed tasks. Competition has fiercely¹⁰⁰ driven us to discover our latent talents. Everywhere things are better. We have better foods and better¹⁰⁰ hotel service. Railways, under the growing competition of aviation on the one hand and of busses¹⁰⁰ and trucks on the other, have speeded up passenger service, but the speeding up of their freight service has been¹⁰⁰ more outstanding and important. We travel in greater comfort and the movement of our merchandise has been²⁰⁰ accelerated to the point that we can operate with lower inventories and the turnover of our³⁰⁰ capital has been correspondingly expedited.

In all of these things their attainment has been in response to³⁰⁰ the Sales Executive, who has correctly interpreted the requirements of his customers and who has³⁰⁰ translated them into action by his associates and superiors.

The Sales Executive is the super³⁰⁰-contact-man. It is he who must think of those things which can be marketed—where to market them, and how to bring it³⁰⁰ all about. He must bring producer and consumer together. He must persuade the consumer to want the good³⁰⁰—and he must tell the producer how the consumer wants them. It is his activities which supply the life blood³¹⁰ in the stream of commerce.

There is no substitute for human contact, for human presentation and human³⁰⁰ negotiation. Even

mail order enterprises require large staffs of human beings to prepare catalogs,³⁰⁰ write letters, and to assemble the goods and ship them.

All of these things we have learned and learned well. The past five years have⁴⁰⁰ confirmed the importance of a thorough knowledge of our business. It is only those who had a thorough grounding⁴⁰⁰ for their work—and who were willing to learn, who have been able to survive. The question that confronts us now is "Where⁴⁰⁰ do we go from here?" Well, Mr. Chairman, I shall venture that we are going to plenty of places from here—and⁴⁰⁰ in a large way—and that many of them will be new to us.

We stand at the threshold of a new era that will⁴⁰⁰ surpass any we have yet known. These are not lightly spoken words. They are based upon human experience and⁵⁰⁰ history—and upon logic and the inevitability of cause and effect.

We have already seen⁵⁰⁰ how in the past five years we have improved products and methods, and how much more soundly pleasant life has been made for⁴⁰⁰ the most of us since 1929. That is because our fellow Sales Executives have been working⁵⁰⁰ for us while we have been working for them. We are all in this thing together. We have had to apply ourselves and⁵⁰⁰ to study our problems and to work as we never did before. That was because we had come to the end of⁶⁰⁰ the road in the preceding era. Life had to begin anew in many of its aspects—and we also had⁶⁰⁰ to begin all over again in conformity with the new basis. All over the world the affairs of men⁶⁰⁰ had come to a stop. There was too much wool in Australia, too much coffee in Brazil, too much beef and wheat⁶⁰⁰ in Argentina, too much rubber in the Dutch and British East Indies—too much of everything everywhere,⁶⁰⁰ all because, following the dislocations of the World War and the Treaty of Versailles, artificial⁷⁰⁰ barriers were set up against trade, which finally carried all nations down together in a heap—and then we had⁷⁰⁰ to unscramble and start over again. Our depression was only our due share of the world collapse. Now we and⁷⁰⁰ the other nations are trying to work out of it. The process will be slow, but we shall succeed. The peoples of⁷⁰⁰ the world are necessary to one another and they want each other's products. We need only to rationalize⁷⁰⁰ their exchange, but that is a large task. Our Government in Washington has already negotiated fourteen⁸⁰⁰ or more reciprocal trade treaties. We need

more and they will be attained. And everywhere is more international⁹²⁰ trade and international travel needed. Exports and imports do not consist of goods alone. They include⁹²⁰ travel and services such as shipping, banking, and insurance. If you have goods for which an actual or⁹²⁰ potential market exists in other countries, by all means develop those foreign markets. You are serving yourself⁹²⁰ and you are serving the world in so doing. It is the best work you can do for the preservation of⁹²⁰ international peace.

Possibly you have noticed, as we have, that the young men who now come to us for jobs are more⁹²⁰ serious than they were in the twenties. They are willing to start in a small way—they are willing to learn and to⁹²⁰ apply themselves diligently to their work. They appreciate that it means something to have a job. We are under⁹²⁰ a great responsibility to those young men, for it is they who must carry on after we are gone. We⁹²⁰ owe it to them to be patient with them—to inform them—to train them in the best ways—to help them in every¹⁰⁰⁰ way we can to establish themselves upon a firm footing.

Our products will improve and expand. New products will¹⁰⁰⁰ come into being. The habits of living will change. More of our people will be able to supply their wants for¹⁰⁴⁰ greater convenience and comforts. It is the task of the coming generation to anticipate and to meet¹⁰⁰⁰ their needs. We should guide them in the ways which manifestly they will go and give them an opportunity to learn¹⁰⁰⁰ from our mistakes. Give them a break and help them to plant their feet firmly upon solid ground.

No discussion among¹¹⁰⁰ Sales Executives could be complete without the mention of Advertising. This basic element that is in¹¹⁰⁰ all true salesmanship also changes form and character. There are styles in Advertising just as there are styles in¹¹⁴⁰ merchandise. And Advertising must be appropriately related to the product and to its market. You¹¹⁰⁰ may use circular letters—or personal letters—or direct mail—catalogs—billboards—car cards—magazines or¹²⁰⁰ newspapers—or you may use the radio. We use all of them and each is good in its proper place. They are not¹²⁰⁰ in collision with one another. Like all forms of trade, they augment and supplement one another. It does require¹²⁰⁰ intelligence and discrimination to select the best medium for conveying your message to the¹²⁴⁰ public. It is the Sales Executive's constant task to keep this arm of his operations always in accord¹²⁰⁰ with the chief purpose of his campaign. He has plenty to do always. He must watch his customers and make sure that¹²⁰⁰ they are kept satisfied. He must watch his salesmen and his managers to see that they are kept busy. He must watch¹²⁰⁰ his products to see that they are kept up to the mark. He must watch his shipments and his deliveries. He must watch his¹²⁰⁰ collections and credits and keep the credit man out of his hair. He must watch his advertising and successfully¹²⁴⁰ find his way through the media presented by all of his able colleagues in the Advertising Field. When¹²⁰⁰ he has done all this, he must still have time left for diversion and recuperation—for all work and no play did¹²⁰⁰ ever

make Jack a dull boy. He must find time for his trade association meetings. He must come to conventions¹²⁰⁰ like this, to mingle with his fellows and gather new inspiration—and, finally, he must produce earnings for¹²⁰⁰ his firm and dividends for his stockholders. And having done all this he may sometimes lie down at night and hear a¹²⁴⁰ still small voice saying, "Well done, thou good and faithful servant." (1450)

The Young Sea-Lion

By Ethel Ryle Brown

Adapted for the vocabulary of the first six chapters of the Manual

(Concluded from the September issue)

"By daybreak, Zina, the baby, and I¹⁰⁰⁰ were on a train truck bound for the Pacific Coast.

"For three days and three sleepless nights, I stayed with them on that flatcar,¹⁰⁰⁰ keeping an eye on Zina. I purchased ice and fresh fish at the big places. I wired ahead, if necessary,¹⁰⁰⁰ to have them rushed on the train. I never worked harder to save a life than I worked over that mammal, Zina. I¹⁰⁰⁰ never relied more on science. I had grave fears as we crossed the Rockies. But, coming down, she began to move a¹⁰⁴⁰ little. Crossing the Great Salt Lake, she ate a tiny squid, the first food she had taken for a week. The night before¹⁰⁴⁰ we reached San Francisco, I felt that I might sit in the dining-car, make a careful selection from the menu,¹⁰⁴⁰ and, after returning to my seal family to make sure that they were prepared for the night, take at least forty¹⁰⁰⁰ winks in a chair car.

"During the next morning, I found that Zina was lifting her head and taking great sniffs of the¹⁰⁰⁰ sea air. After drinking in the ozone, she would nuzzle the little fellow. I could almost hear her tell him, 'It's¹⁰⁰⁰ the sea breeze,' and then he would sniff as if he were saying, 'Oh, mother, that's keen. I enjoy that, it makes me hungry.'¹⁰⁴⁰

"Eat! You should have seen him eat—I dared not give him all he asked for.

"It seemed as though Zina must be telling him, 'It's¹⁰⁰⁰ fine to be in the sea—to be with other sea-lions and swim through the breakers; then lie on the rocks in the sun and¹⁰⁰⁰ when spring comes see the bulls fight for their mates.'

"Did bulls ever fight for you, mother?' that baby must have asked. Probably¹⁰⁰⁰ she would not answer that query. Perhaps she grew personal and parried his question with, 'You will be a bull some¹⁰⁰⁰ day, you know.'

"A bull? Me?"

"Yes, my son."

"Finally, after a great lot of noise and banging and changing of rails, we¹⁰⁴⁰ were on our way to Seabright and the big sheds. Then, one morning the tank was lifted from the train to a truck, which conveyed¹⁰⁰⁰ us to our new home, from which we could hear the thunder of the waves on the shore.

"The promised 'big tank' was out of¹⁰⁰⁰ order and I regretted that Zina, better, but still very weak, must

remain in the small one for, perhaps, a¹⁷⁰⁰ month longer.

"In spite of the small tank, though, at the end of the first week Zina was so much stronger that, when I was¹⁷²⁰ asked one morning to drive to San Francisco and return late that night, I agreed at once.

"I have pictured it all¹⁷⁴⁰ so often," the pleasing voice now deeper in tone kept on.

"Everything dark and quiet, the baby asleep on¹⁷⁶⁰ the water as usual, his tail up and a flipper lazily stirring once in a while to keep him afloat.¹⁷⁸⁰

"All at once he must have found out that he was wide awake, thrashing in the water, his heart beating hard, every¹⁸⁰⁰ sense alive. 'Was it morning?' No, this was not the morning light. This light reached at him with long fingers that bit. He tried¹⁸²⁰ to slap it out with his flippers—he must reach it somehow, choke it. It was choking him. The white stuff mixed with it was¹⁸⁴⁰ making his eyes water and ache. He was to be a big, bull sea-lion some day. He must choke this thing, kill it. But he¹⁸⁶⁰ remembered his mother—first he must save her. He swam to her. Placing his flippers under her, he cried, 'Jump, mother.¹⁸⁸⁰ I'm helping you. Jump out of the tank!'

"No, no," she cried. 'It's hotter out there. Besides,' she looked at him with pride in her¹⁹⁰⁰ eyes, 'How can I leave so noble a son?'

"His breath came tight; it hurt. The red tongues came hotter and nearer. Perhaps he¹⁹²⁰ was not going to grow up to be a big bull sea-lion after all. He could no longer move his flippers. He began¹⁹⁴⁰ to sink. The hot water closed over him. He was on the floor of the tank. His breath would not come at all.

"After¹⁹⁶⁰ what he felt to be a long time, his eyes were open and he looked up at his mother. She must have lifted him from¹⁹⁸⁰ the bottom of the tank with her flippers. They were under him now, between him and the hot rock.

"He heard the great doors²⁰⁰⁰ break open. The cool night air moved about him. Men shoved the truck which held their tank.

"The truck is on fire,' one of the men²⁰²⁰ said, when they were out of the shed. 'We will have to lower the tank.' Zina and the little fellow knew when they lowered²⁰⁴⁰ the tank. It shook them when it hit the earth with a thud.

"The blamed tank is sliding!' a voice shouted.

"Here, pull this out,²⁰⁶⁰ this will hold it till we rescue the monkeys.'

"Zina seemed to hear something. She looked at her baby. A white gleam shot²⁰⁸⁰ from her eyes. She half lifted him, half shoved him to the top of the rocks in their tank. Without ceremony she nosed²¹⁰⁰ him down the slide the man had dragged out. Zina had used that slide when she went into the big tent to perform. But there²¹²⁰ was no big tent, and no big sled waiting to carry her in. The little sea-lion looked about for them.

"But he had²¹⁴⁰ very little time to look, for Zina came down the slide in a second—almost on top of him. 'Hurry!' she ordered.²¹⁶⁰ 'Be quick!' she nipped him. 'Don't you hear the sea?' she poked him with

her snout. He hurried all he could, but he could not make²¹⁸⁰ much speed over the rough gravel. 'Hurry, I hear something!' She shoved him aside and placed her body between him and²²⁰⁰ the noise. 'It's only a cow,' she said. 'Go on.' She used her snout again to urge him. His flippers were sore and he was²²²⁰ tired. 'Hurry, I can't keep it up!' Her breath came very fast and her eyes still had that white gleam. She bit him now and drove²²⁴⁰ him on and on.

"After the moon rose, they reached some rocks. The waves from far below were splashing against them.

"Here, this will²²⁶⁰ do,' she said. 'You may sleep now, my brave little sea-lion. We are safe here. No one will find us. Lie on that shelf of rock²²⁸⁰ there. Lie there and sleep till daylight.'

"The hot morning sun awoke him. He looked for his mother in this big new world. She²³⁰⁰ was near in a small, dark cave. She called him to her. She lay very still, with her head thrown back.

"Listen, little bull,' she²³²⁰ said in a slow, clear voice. 'You must go down these rocks to that big tank below. You must swim far out—away from shore. Do²³⁴⁰ not come if men call you. Do not eat what men will try to give you. You will find your food in that tank; there is plenty²³⁶⁰ down there, and it is alive, better than any you have ever tasted. But, my son, remember, do not let man²³⁸⁰ get you again. Go down now.'

"You are coming, too, mother?'

"No, I must take a long sleep. The tide will soon reach me here.²⁴⁰⁰ Goodbye, my son; my little bull sea-lion, goodbye.'

"He flopped about on the rocks in the sunshine, and grew used to the²⁴²⁰ waves splashing over him. Every now and then he would glance back to see if his mother were still lying there. Almost²⁴⁴⁰ without realizing what he was doing, he slid off the rocks into the big tank. For the first time he played²⁴⁶⁰ in the waves. He caught sight of a small fish, and, feeling hungry, swam after it. His meal took toll of the hours, so that²⁴⁸⁰ it was late afternoon before he went back to find his mother. When he finally reached the small inlet in which²⁵⁰⁰ they had slept during the night, she was not now there.

"Fear and loneliness leading him on, he followed her scent for many²⁵²⁰ miles down the coast. He looked for her on every shelf of rock and went up every inlet, but he did not²⁵⁴⁰ find her till after sunset. She lay sleeping in the twilight on a rock-bound shore, on a bit of snow-white beach, where²⁵⁶⁰ the waves had left her.

"He was exceedingly glad to see her! He barked to her as he went over the rocks until²⁵⁸⁰ he reached her side. He tried to make her play with him. But she did not move. He laid his snout on hers. She was so still that²⁶⁰⁰ it startled him. He kept puzzling over her words, 'Goodbye, my son; goodbye, my little bull sea-lion.'

The low-toned voice²⁶²⁰ paused, "I think that's about how it was, lady," said the man, as he rose from my rug. "You see, he did not come here

to⁸⁰⁰ see you, and he did not come to see me. He came to find his mother."

"I heard, the evening after the fire, that a⁸⁰⁰⁰ sea-lion had been washed up at Asilomar beach. It was Zina, all right. As I looked down at her, a bark I knew⁸⁰⁰⁰ came from the water. Her baby had caught my scent."

"Of course, the Big Boss wants him. I've tried and tried to catch him, even⁸⁷⁰⁰ with a net and a boat, but he's too quick for me. Zina cautioned him. Well, I'm giving up. I'm going back to⁸⁷²⁰ the show."

He was loath to leave. He stayed and watched his run-away pet for some time. I heard him say, "Well," and glancing up⁸⁷⁴⁰ saw his eyes grow wide.

"Look!" he cried.

I counted five dark forms moving through the waves to the open sea, and after them⁸⁷⁰⁰ followed quickly another form, the form of a very small sea-lion.

The veterinary bowed his head for a moment.⁸⁷⁰⁴ Then he faced me, his cap in his hand.

"He's gone," he said. "Goodbye, lady." (2793)

Graded Letters

On Chapter Three of the Manual

Dear Madam: I received your letter the other day and I am glad to hear that you are to have a trip abroad.⁸⁰ It will be great to study free-hand drawing and clay modeling in France.

I know you must be very happy. You⁴⁰ forgot to tell me the name of the ship on which you will sail, and the date and hour of sailing. As it is, I cannot⁶⁰ be at the pier as you desire. I know several people in Paris. May I have General Ball and some⁹⁰ others I know call on you?

As for me, at present I am going about the state in my auto taking orders¹⁰⁰ for a paper. The paper sells well, for it gives the ladies what they like—stories of the screen and stage, late Paris¹²⁰ fashions, and many recipes for good meals.

I should like to take a course in sewing at the City College.¹⁴⁰ With my present income that will soon be possible. I have talked with Dean Jones.

I must close. Let me hear from you soon.¹⁶⁰ Yours truly,

Dear Sir: Your letter in regard to the book you are preparing was received yesterday. Before I¹⁸⁰ can give you my opinion on this subject, you must tell me something about it. Yours truly,

Mr. Harmon: I²⁰⁰ have received the work of art that you desired and have it here in the store. There is a little scratch on the arch, but²²⁰ it will not mar the piece as a whole. When you see it, I shall share with you a secret about its former owners.²⁴⁰ Yours truly,

Dear Sir: If you sell these goods as low as possible, you will be able to sell as many as the²⁶⁰

Typing for Accuracy Makes Winners

Miss Florence Hoagland, Senior High School, Ashland, Oregon, writes:

"We are all giving your book, **TYPING FOR ACCURACY**, credit for our success in the Oregon State Typing Contest. My team of four won the Contest; but the great victory to me was the silver cup won by my team for being the most accurate of the 25 teams participating. . . . Every typing department should use **TYPING FOR ACCURACY** as a supplementary text."

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others sell. This cloth is as good as you can get to sell for what people are willing to pay. I am hoping that⁸⁰⁰ you will be ready to place another order soon. Yours very truly,

Dear Doctor: I have received your letter.⁸⁰⁰ Although you gave both the name and the state of health, the date of birth is not given. Yours very truly, (318)

On Chapter Four of the Manual

Dear Sir: Something seems wrong with the engine of the car I bought from you in the spring. My bills for gas are in excess⁹⁰ of what should be necessary, and I am making an effort to eliminate this unnecessary expense.¹⁰

I should be exceedingly glad to have you examine the car and see if you cannot correct whatever²⁰ is wrong. Yours truly,

Dear Madam: I have been looking over our books and notice that you no longer keep your savings⁸⁰ in our bank.

I should be exceedingly sorry if this action on your part was made necessary by any¹⁰⁰ failure on the part of the bank. If anything is wrong, be frank enough to inform us, and we will correct it. Yours¹²⁰ very truly,

Dear Shopper: I am like the man who came away from Venice because the whole place was flooded

I have¹⁴⁰ never liked floods—not even the flood of Christmas shoppers that engulfs us along about the twentieth of¹⁶⁰ December.

I feel sorry for the folks caught in this flood. It is all so unnecessary. They shove each other¹⁸⁰ about, and make the work so hard both for them and for us as they hurry from store to store and from floor to floor hoping²⁰⁰ to get something that will make Christmas a little happier for somebody else.

What made them put their shopping off²²⁰ till such a late hour? Maybe, if they will read the government poster again, they will remember to start their²⁴⁰ Christmas shopping earlier this year. I know that if they do they will all be far happier and will get much better²⁶⁰ presents. Yours without haste,

Dear Sir: We are looking for a man to represent our company, whose duty it will²⁸⁰ be to take care of some matters regarding the World's Fair. The work would be of a follow-up nature, and I³⁰⁰ suppose he would be away from home much of the time.

Please reply immediately if you will consider accepting³²⁰ such a position. If so, I shall explain further particulars to you. Yours truly, (336)

On Chapter Five of the Manual

Dear Sir: According to your statement in this morning's correspondence, you are facing a serious problem in⁴⁰ heating your apartment. With few exceptions, people simply will not stop to consider the importance of closing⁶⁰ radiators instead of opening doors when they are too hot. This is wrong, but most persons think it is⁸⁰ unimportant. With a heating system like yours, it is necessary to follow directions.

If you like, we will⁹⁰ run down there every morning regularly to see what time the house is closed. We will protect you in every¹⁰⁰ way possible, but we have always had trouble in getting a number of families organized.

While no¹²⁰ heating system is perfect, I am con-

fident you would have more success with oil and find it more reliable.¹⁴⁰ The price of fuel oil and the equipment necessary is higher, but you will consume less and this, together¹⁶⁰ with the satisfaction of having everybody pleased, will offset the increased price. I know you would not¹⁸⁰ regret the change. Yours truly,

Dear Sir: A business house, to be running profitably, must be making sales, collections,²⁰⁰ and handling problems satisfactorily and inexpensively. According to present methods, most of²²⁰ this is done by means of correspondence, and it is sensible to believe that letter writing should be taken²⁴⁰ more seriously. I presume men are too busy directing other things to stop to consider the effect²⁶⁰ produced by inferior correspondence.

Probably some unimportant letters might be answered by the²⁸⁰ inexperienced and uninformed, but the man who gets business and makes satisfactory settlements is the one³⁰⁰ whose excellence of style and personal tone gives his readers perfect confidence in the organization he³²⁰ represents.

Why not protect your business before you regret it, by recommending our course in business³⁴⁰ correspondence to your men, and prove that letter writing can be made a joy instead of a drudgery? Yours truly, (359)

Hold That Note!

By Matt Taylor

Reprinted from the November, 1934, issue of the "American Magazine" by permission of the author and publishers

(Continued from the September issue)

I was outside on the stone steps when she accosted me. Her smile was conciliatory. "That was a sort¹⁰⁰ of mean crack of mine," she said. "I'm sorry."

"Quite all right," I said, trying to be stiff about it. It was difficult,¹²⁰ because she kept on smiling.

"It's the garden club," she went on dolefully.

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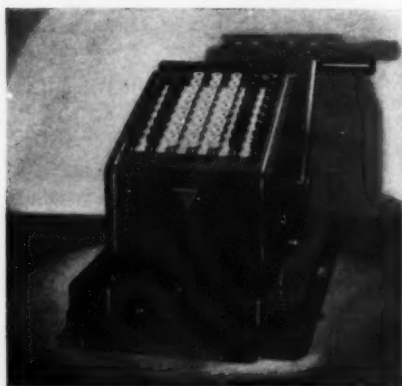
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When writing for this booklet please mention the Business Education World.

"It always affects me that way. When I¹⁶⁴⁰ think of explaining to forty youngsters just how the dear little flowers grow, I get so—" She paused and looked at me¹⁶⁶⁰ sharply. "Do you like flowers?" she asked.

"Naturally," I replied. "I am fond of flowers, of course."

She thought a moment.¹⁶⁸⁰ "I don't suppose we could make a trade, could we?" she asked.

"Trade?"

"Let it go," she sighed. "Mr. Lugburn wouldn't stand for¹⁷⁰⁰ it." She smiled again. "Then you're not angry with me?"

I felt a considerable inward glow. "Not at all," I assured¹⁷²⁰ her. "As a matter of fact, I have never played football myself. Mr. Lugburn says it doesn't matter. You¹⁷⁴⁰ can coach, even if you haven't played."

"Of course you can," she agreed vigorously. "Look at me! I would make a swell¹⁷⁶⁰ coach."

I permitted myself an indulgent smile. "Oh, come now!" I said.

She flushed, and her eyes flashed. "Ever hear of Spike¹⁷⁸⁰ Case?" she demanded.

"Er—naturally," I murmured untruthfully.

"He was all-American end last year. He¹⁸⁰⁰ happens to be a brother of mine. And perhaps you remember David Case, who played the whole backfield for Princeton¹⁸²⁰ in 1908. That's Pop. You ought to meet him."

"I'll be delighted to call," I said sincerely.

"He could give¹⁸⁴⁰ you some tips," she said. "And so could I!" she continued eagerly. "If you'd let me take the backfield a couple of¹⁸⁶⁰ times a week—"

I frowned severely. She was going a bit too far. "I can manage very well, thank you," I said.

She¹⁸⁸⁰ sighed. "That leaves me with my dahlias," she said.

An auto horn interrupted us. There was a coupé at the curb, and¹⁹⁰⁰ a long masculine arm waved out the window. Miss Case waved back. "He's calling for me," she explained. "It's Ed Church."

"Of the¹⁹²⁰ Willows School?" I asked. "Mr. Lugburn mentioned him to me."

"He would," nodded the young lady pleasantly. "Mr. Lugburn¹⁹⁴⁰ doesn't like Ed Church. He thinks he's uppish."

"And you?" I asked sharply. Even at a distance I didn't like the¹⁹⁶⁰ man's face.

"They come worse," she answered. Her eyes lingered on me a moment. "And they come better," she added softly. "Good¹⁹⁸⁰ luck with your Galloping Skippys, Mr. Webb," she called over her shoulder.

I practically lived at the public²⁰⁰⁰ library for the next week. I had to put in a lot of work on my music. The football, when I finally²⁰²⁰ got around to it, was discouraging. The rule book was scarcely lucid. The diagrams of little circles with²⁰⁴⁰ arrows shooting out of them were completely cryptic. Yet I was unworried as I left for

Chalmond that sunny²⁰⁶⁰ September afternoon. I believed I still had time.

I was too sanguine. The very first day of school there was an²⁰⁸⁰ announcement on the bulletin board. "Football practice this afternoon!" it screamed. "Everyone out. Your coach this year²¹⁰⁰ will be Mr. Peter Worthington Webb."

I believe I turned slightly pale as I gaped at it. I sent to my rooming²¹²⁰ house for my uniform, which fortunately fitted very well. Dressing carefully in a small, unused locker²¹⁴⁰ room, I studied myself in a cracked mirror. The huge wads of padding around my shoulders and across my chest²¹⁶⁰ did amazing things for my figure. The head-guard, as low on my brow as my eyeglasses would permit, made me truly²¹⁸⁰ ferocious. Outside, I heard the cries of the boys already on the playground. I strode grimly forth, my cleats clacking²²⁰⁰ on the concrete floor.

Boys in blue sweaters and football trousers scrambled all over the field. It was a scene full²²²⁰ of life and color, but I sighed, touched with sadness. Then a voice came from behind me. "A long locomotive for our²²⁴⁰ coach," it said. "A bit warm, aren't you?"

I whirled about. Miss Case was beside me, and she wore that amused smile again.²²⁶⁰ I turned my back, raised the whistle I had provided, and gave a shrill blast.

Some twenty-five bright-eyed and eager youngsters²²⁸⁰ gathered 'round. My stern eye repelled any facetious remarks. Miss Case moved back a little, but not much. The²³⁰⁰ boys waited. A start, I realized, had to be made. I began a speech on sportsmanship.

But after the first fifteen²³²⁰ minutes there were signs of restlessness. Boys shifted about. Others whistled softly. Miss Case was listening with a²³⁴⁰ faint, puzzled smile. I made a quick decision.

"We shall now form a circle," I said, "and pass the ball around."

Slowly,²³⁶⁰ and with some reluctance, they obeyed. But they lacked enthusiasm. They were lagging before the ball had made the²³⁸⁰ circuit twice. Then one of the boys dropped it. I was about to yell at him, when I heard Miss Case again. This time her²⁴⁰⁰ voice was eager, excited, commanding. "Fall on it, Billy!" she cried.

I felt myself flushing. Without a word I²⁴²⁰ walked to the side lines and stood in front of her.

"If you please!" I said. "I'm the coach here."

She grinned, and pointed. "They don't seem²⁴⁴⁰ to mind," she said.

Back on the field the circle had broken; the boys had formed a line. The first hurled himself on the ground²⁴⁶⁰ on top of a rolling ball. He dropped it, and the next in line made a dive.

I strode swiftly forward and stopped them. Then²⁴⁸⁰ I stooped and picked up the ball. I was quite sure of myself. The play I intended to illustrate was a simple²⁵⁰⁰ one, known technically as an end run. I ordered one heavy-set youth to bend over the ball. The rest, I said,²⁵²⁰ could line up as though they were the opposing team.

"You will please note," I explained, "how I catch the ball, tuck it securely²⁵⁴⁰ under my arm, and immediately start to run. As the ball is passed—"

I suppose the lad with the ball²⁵⁶⁰ misunderstood. He snapped it at me. And I suppose, also, that the boys who were acting as the opposing team, likewise²⁵⁸⁰ misunderstood. For no sooner had the ball been passed than they rushed. At least a dozen reached me before I could²⁶⁰⁰ move. I went down. I was buried beneath a whirling mass of youthful bodies.

How I staggered to my feet after²⁶²⁰ that surprise attack I hardly remember. I was slightly confused. I do not see so well without my glasses,²⁶⁴⁰ and my glasses were no longer on my nose. Dimly I was aware of the boy in front of me bending over²⁶⁶⁰ the ball again. The others were facing me in a shadowy line.

"Come, come!" I said, clapping my hands.

But apparently,²⁶⁸⁰ in schoolboy circles, the clapping of the hands is a signal for action. Again the ball was passed, and again²⁷⁰⁰ the herd charged. They were more ferocious this time. They hurled themselves at my legs; butted me in the middle. The ball²⁷²⁰ flew from my arms. Two boys clung to my shoulders as I staggered and sank. One, I am sure, was sitting on my neck as²⁷⁴⁰ I fell into oblivion.

I opened my eyes and saw a small handkerchief fluttering close to my face. Miss²⁷⁶⁰ Case was kneeling quite close to me, and I could see her perfectly. She was not smiling.

"All right now?" she asked.

"Quite," I²⁷⁸⁰ answered stiffly. "And the boys?"

"They're off at the other end of the field. They've found the dummy to tackle."

"I shall see²⁸⁰⁰ about that," I said sternly, attempting to rise. "They are here to practice football."

She gave a peculiar cough²⁸²⁰ and placed her hand on my arm. "Don't you think," she suggested, "that you've worked them hard enough for one day? Besides," she added,²⁸⁴⁰ "you're sitting on what's left of your glasses."

"I have another pair where I live. I shall walk over—"

"I'll drive you²⁸⁶⁰ over," she said. "It will give us a chance to get acquainted."

I looked at her, and my heart raced. The middle of the²⁸⁸⁰ school-yard, I realized later, was not the place for any speech even bordering on the romantic. Besides,²⁹⁰⁰ my face was cut and dirty, my head-guard was awry, and padding protruded from under my shirt. But I thought of²⁹²⁰ none of these things. I yielded to the impulse.

"Miss Case," I said, "if you are not otherwise engaged this evening—"

I²⁹⁴⁰ stopped, and drew in my breath sharply. In leaning closer, I realized how my neck hurt.

"Some other time, perhaps," she said sweetly. "But we can take a ride now. You won't²⁹⁶⁰ be really stiff till later."

(To be continued next month)

Actual Business Letters

From the winning set submitted in the last Gregg New Letter Contest by Alice Faircloth Barrie, Ambassador Secretarial School, Boston, Massachusetts

Mr. Theodore Muer
23 Westland Avenue
Boston, Massachusetts

Dear Sir:

The letter is a⁸⁰ wonderful thing! Without it, what would we do!

With it, you can remind your customers of the merchandise you carry,⁴⁰ or the service you are in a position to render.

And with it we can remind you of our ability⁸⁰ to assist you in any Direct Mail Campaign.

Very truly yours, (72)

Mr. Earle F. Blodgett
2 Devonshire Street
Boston, Massachusetts

Dear Sir:

The trend of the times—
is toward the use⁸⁰ of Direct Mail Advertising.

All forms of advertising are good.

But, as Joe Weber used to say, "Some is good⁴⁰ for something, and some is good for nothing."

You will be interested, then, in the brief announcement of the opening⁸⁰ of our Brockton office at 100 Revere Place.

No, we are not a new concern. For many years we have⁸⁰ handled Direct Mail Advertising from "idea to mailbag" at our Boston location.

Our complete service will¹⁰⁰ consist of Copy, Processing, Filling-in, Addressing, Folding, Inserting, Sealing, Stamping, and delivery¹⁸⁰ to the post office.

The work we do is good, if we do say so ourselves. What we want to do now, if you'll let us,¹⁴⁰ is prove to you how really good it is.

And we are as near to you as your telephone.

Cordially yours, (159)

Mr. Meyer T. Winer
161 Holmes Street
Brainerd, Minnesota

Dear Customer:

We appreciate⁸⁰ the business we have had from you during the month just closed. We hope the quality of our work and service⁴⁰ has been entirely satisfactory.

The future growth of our business depends more on creating satisfied⁸⁰ customers than it does on selling, advertising, or anything else. If at any time we do not seem to⁸⁰ give you the kind of service to which you feel entitled, we trust you will tell us, so that we may make the necessary¹⁰⁰ correction in our business methods.

Cordially yours, (111)